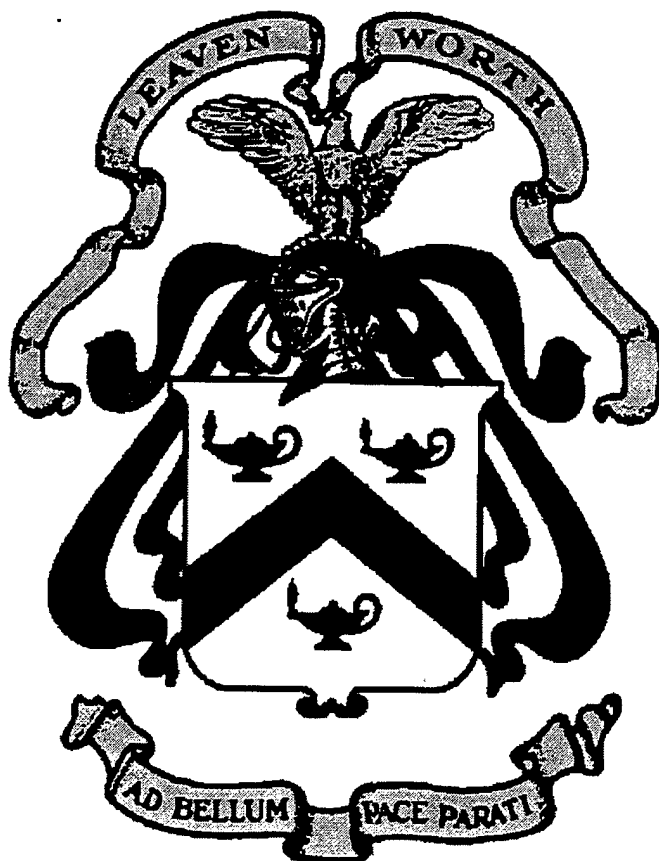


U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE

SELF-STUDY REPORT



Submitted to the
Commission on Institutions of Higher Education

of the

North Central Association of
Colleges and Schools

DTIC QUALITY INSPECTED 4

1995

1 9 9 9 0 4 1 3 1 6 6

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 074-0188

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503

1. AGENCY USE ONLY (Leave blank)

2. REPORT DATE

1995

3. REPORT TYPE AND DATES COVERED

Self-Study 1994

4. TITLE AND SUBTITLE

U.S. Army Command and General Staff College Self-study
Report

5. FUNDING NUMBERS

6. AUTHOR(S)

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)

U.S. Army Command and General Staff
College
1 Reynolds Ave.
Fort Leavenworth, KS 66027-1352

8. PERFORMING ORGANIZATION
REPORT NUMBER

9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)

10. SPONSORING / MONITORING
AGENCY REPORT NUMBER

11. SUPPLEMENTARY NOTES

12a. DISTRIBUTION / AVAILABILITY STATEMENT

Approved for public release; distribution is unlimited.

12b. DISTRIBUTION CODE

A

13. ABSTRACT (Maximum 200 Words)

The primary purpose of this Self-Study Report is to demonstrate that the United States Army Command and General Staff College is accomplishing its mission. Thus, the Report provides a comprehensive assessment of the College's strengths and concerns, as measured against the standards set forth in the North Central Association's 1994-1996 Handbook of Accreditation, as well as an action plan for success in the future. Particularly important is the conclusion that the College is achieving its purposes during the Army's current transition to a smaller Service, with attendant reductions in budgets, programs, personnel, and other resources. The Study has four objectives: 1) conduct a searching and comprehensive institutional self-assessment; 2) discover ways to improve CGSC; 3) gain a second, 10-year reaffirmation of CGSC's North Central Association accreditation as a graduate degree-granting institution; and 4) contribute to the NCA accreditation process, to the betterment of American higher education.

14. SUBJECT TERMS

accreditation; graduate study; Professional Military Education

15. NUMBER OF PAGES

213

16. PRICE CODE

17. SECURITY CLASSIFICATION
OF REPORT

U

18. SECURITY CLASSIFICATION
OF THIS PAGE

U

19. SECURITY CLASSIFICATION
OF ABSTRACT

U

20. LIMITATION OF ABSTRACT

U



DEPARTMENT OF THE ARMY
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS 66027-6900



REPLY TO
ATTENTION OF

December 8, 1994

Office of the Commandant

To all it may concern:

For the United States Army Command and General Staff College (CGSC), this 1995 North Central Association Self-Study Report concludes the first comprehensive review in a decade of the missions, programs, and services that make our institution unique. This process has required the participation of the College's leaders, faculty, staff, and students during more than a year of intensive analysis, discussion, and learning.

The effort has been invaluable. For, while CGSC is regularly the subject of Army and other agency reviews, our North Central Self-Study has obliged us to view this distinctive institution through the special lens and shared values common to other American institutions of higher education in the pursuit of academic excellence. From that review we have gained important insights into our College and its operations, confirming on one hand our belief in the necessity for institutional change, while reaffirming, on the other, CGSC's traditional direction and essential character. Both insights are crucial for an Army challenged by new roles and significant force reductions in a rapidly evolving world.

As the pages ahead show, the College and its people are committed both to developing the new programs necessary for continued successful service to the republic while maintaining the strong sense of purpose that has guided us in the past. On that conviction this Self-Study lays a foundation for CGSC's progress into the 21st Century.

John E. Miller
Lieutenant General, U.S. Army
Commandant

FOREWORD

The primary purpose of this Self-Study Report is to demonstrate that the United States Army Command and General Staff College is accomplishing its mission. Thus, the Report provides a comprehensive assessment of the College's strengths and concerns, as measured against the standards set forth in the North Central Association's 1994-1996 *Handbook of Accreditation*, as well as an action plan for success into the future. Particularly important is the conclusion that the College is achieving its purposes during the Army's current transition to a smaller Service, with attendant reductions in budgets, programs, personnel, and other resources. The pages that follow describe the College's uncommon background, its contemporary role in military education, and its ongoing preparations for tomorrow's world.

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CHAPTER 1: INTRODUCTION

ORGANIZATION OF THE REPORT

This institutional Self-Study Report concludes a lengthy, institution-wide, and detailed self-examination conducted by the U.S. Army Command and General Staff College (CGSC) in compliance with the North Central Association (NCA) of Colleges and Schools' newly revised requirements for accreditation. The report, like the Self-Study that preceded it, represents the efforts of a great many talented and dedicated people, military and civilian, who daily serve the College and who believe in the importance of its mission and its future in service to the Army and the nation.

Beginning with the publication of its Self-Study plan in 1993, the College has made clear the four objectives of its 1995 comprehensive review:

1. To conduct a searching and comprehensive institutional self-assessment, objectively identifying and candidly reporting both the strengths and weaknesses of a unique institution of higher education.
2. To discover ways and means to improve CGSC in the years ahead.
3. To gain a second, 10-year reaffirmation of CGSC's North Central Association accreditation as a graduate degree-granting institution.
4. To contribute to the NCA accreditation process, toward the betterment of American higher education.

The text that follows is the best measure of the extent to which these four objectives have been achieved.

Chapter 1 briefly discusses the missions and roles of the U.S. Army, the organization and profession in which CGSC faculty, staff, and students serve and advance. The chapter continues with a brief history of the College and its NCA accreditation, followed by a depiction of CGSC's place in the

larger progression of Army education. Chapter 1 also includes a review of changes made at the College since the 1985 NCA comprehensive review and gives a brief description of the conduct of the 1994 Self-Study.

Chapter 2 describes CGSC's missions and goals, educational philosophy, governance, and academics. Because of the College's uniqueness, and to help the evaluation team more readily understand that uniqueness, this Self-Study report, by design, contains more descriptive material, chiefly in this chapter, than might be expected for a more typical civilian college or university.

Chapter 3 details the NCA's General Institutional Requirements (GIRs), their application to CGSC, and how the College measures up to those requirements. Because the GIRs deal with the "threshold" requirements of NCA accreditation, they are treated with relative brevity; indeed, given CGSC's special nature, some do not apply, in the intended sense, at all.

Chapter 4 discusses CGSC and the five NCA accreditation criteria. Because the Army is, by nature, heavily mission-oriented, the five criteria--themselves mission-centered--present a congenial framework for CGSC's self-assessment. As with most self-studies, these discussions reveal the real heart of the institution: its mission, its organization to accomplish that mission, its prospects for continued service, and a consideration of institutional integrity.

Chapter 5 provides a brief appraisal of the value of the Self-Study and an assessment of the College's principal strengths and concerns at this point in its history. Perhaps not surprisingly, both CGSC's strengths and concerns are less new discoveries than confirmations of daily reality. Their effect, therefore, is to sharpen focus rather than to shed new light.

Chapter 6 presents the beginnings of an action plan for dealing with the Self-Study's findings. From this base, the College will develop the detailed procedures necessary for implementation beyond the scope of this report.

Appendix A is a glossary of military terms and acronyms. Appendix B is the North Central Association's Plan. Appendix C is the Master Evaluation Plan for academic year 1994-95. Appendix C complies with the

NCA's requirement for accredited institutions to have such an assessment tool in place by July 1, 1995.

MISSIONS AND ROLES OF THE ARMY

The Army's Constitutional and Legal Basis

The strength of the American political system stems from the explicit recognition that all legitimate authority is derived from the people. We acknowledge that each person has inalienable rights and is equal under the law. This appreciation for the worth of the individual affects all American public institutions, including the armed forces. In every important aspect, the U.S. Army reflects the democratic nature of our social and political structure both directly, in the Army's purpose, missions, and roles, and indirectly, in the professional ethos that commits its members to serving the public good.

The legal basis for the American military establishment is clearly set forth in the Constitution. In Articles I and II, the framers codified the principle of civilian control over the armed forces of the United States and specified that only Congress--as the people's representation would have the power to raise and support armies, to declare war, and to make rules concerning captures on land and water. They further provided that the President, as the nation's chief executive, would be the Commander-in-Chief of the armed forces of the United States.

Historical Evolution

Within these Constitutional limits, the missions of the Army have evolved through a series of documents traced back to the creation of a national Army by the Continental Congress on June 14, 1775. The documents form two major categories: legislative acts and other papers, such as executive memoranda, agreements, and directives. Review of both sets of documents makes it clear that, historically, the United States Congress has primarily shaped the major missions and roles of the Army.

Over the years, the changing missions of the Army highlight the continuous debate our nation has carried on over the Armed Forces and their roles in our society. This debate variously embraces America's wartime experiences, peacetime purposes, competition for scarce resources, and Congressional pressure to reduce or eliminate duplication of effort. Evolving national priorities and policies, changing military strategies, and developing technologies have also added to altering the Army's missions and roles.

Current Documentation

Field Manual (FM) 100-1, *The Army*, expresses the Army's fundamental purpose, roles, responsibilities, and functions, as established by the Constitution, Congress, and the Department of Defense. As the Army's "cornerstone" document, FM 100-1 defines the broad and enduring purposes for which the Army was established; it also details the qualities, values, and traditions that guide the Army in protecting and serving the nation.

The policy, composition, and organization for the Army is currently found in Title 10, United States Code, paragraph 3062. In addition, specific functions of the Army are listed in Department of Defense (DoD) Directive 5100.1, *Functions of the Department of Defense and its Major Components*.

Field Manual 100-1, Title 10, and DoD Directive 5100.1 affirm that the Army's fundamental mission is to fight and win the nation's wars by establishing the conditions for lasting peace through land-force dominance. These documents also clearly describe the Army's multiple roles encompassing a wide range of responsibilities in military operations other than war (OOTW).

Army Operations

Today, the Army executes its missions in three ways as an instrument of national power projection, as the Army at war, and as the Army in OOTW. In each area, the Army's mission depends on its ability to defeat an enemy in land combat and to seize and hold terrain or, through the disciplined performance of duty, to impose order where none exists.

As an instrument of national power, the Army supports U.S. foreign policy and other interests through a limited, forward-deployed presence, in combined training exercises, and by conducting peace operations. The mission of the Army in war is to apply overwhelming combat power against the enemy and destroy the enemy's will to resist. During OOTW, the Army expands its role to help ensure tranquility through activities ranging from riot control to disaster relief, at home and abroad.

CGSC and the Missions and Roles of the Army

To execute its missions, the Army must perpetually organize, train, educate, and equip forces to conduct combat operations and OOTW. The College's direct link to the Army's mission is through its many academic programs, which are used to train and educate the Army's mid-level officers and future leaders. Also, through doctrine development, CGSC importantly influences the way Army units are organized, trained, and equipped to fight. As the missions and roles of the Army have changed over the years, CGSC has played a key role in ensuring that Army leaders--and through them the Army in the field--have kept pace. Throughout its history, CGSC has provided the Army with leaders capable of executing the Service's evolving missions and roles throughout the world.

BRIEF HISTORY OF THE COLLEGE

Fort Leavenworth, the home of the U.S. Army Command and General Staff College, was founded in 1827 near the starting point for the Santa Fe Trail. For the next 25 years, the post served as one of the last bastions of government authority on the road to the west. Expeditions departed from the fort to explore the west and to maintain an uneasy peace between the settlers and the Native Americans who were being displaced. During the War with Mexico, Fort Leavenworth served as the point of departure for columns operating in the southwest. In the 1850s, troops from the post attempted to maintain order in Kansas during the controversy over slavery. During the Civil War, the post served as an enrolling center and supply base for operations in the area. After Appomattox, Fort Leavenworth served primarily as a logistics and administrative post for the U.S. Army in the West.

The history of Fort Leavenworth as the prime educational institution for the U.S. Army began on May 7, 1881, when the Commanding General of the Army, William T. Sherman, directed the establishment at the post of the School of Application for Cavalry and Infantry. This school, whose purpose was to improve the poor state of professional training in the officer corps, grew slowly in its first five years; operational necessities often called away both faculty and students for extended periods.

The School of Application was renamed the U.S. Cavalry and Infantry School in 1886, and began to improve its reputation in 1888 under a new commandant, Colonel Alexander McCook. During the following decade, the institution developed into a sophisticated school for training junior officers. Two gifted instructors, Arthur Wagner and Eban Swift, led the Army in the development of both training techniques and military doctrine to support that training. These two men, and others like them, established instructional standards that made the name Leavenworth synonymous with professional officer education. By 1898, the Cavalry and Infantry School had become a significant factor in the development of theory and practice within the Army, but that year also brought the closure of the school because of the Spanish-American War. It did not reopen until 1902.

As a result of its Spanish-American War experience, the Army recognized a need for general staff officers who could plan a national mobilization and administer the large units that mobilization would produce. In response to this need, a major reorganization of the Army's school system took place with the school at Fort Leavenworth at the center. The Cavalry and Infantry School was reestablished in 1902 with a one-year course and, in 1907, was renamed the School of the Line. It was joined by three other schools for junior officers in signal, field engineering, and field medical services. The best students from the School of the Line remained at Leavenworth for an additional year of study at the Army Staff College. Together these institutions were known as the Army Service Schools.

The dominant personality in these schools was Major John F. Morrison, who taught at Fort Leavenworth from 1906 to 1912. Morrison completely reorganized the curriculum to teach tactics and staff procedures in a systematic, progressive manner. During this period, in addition to Morrison,

the Army Service Schools was composed of a galaxy of illustrious students and instructors, including Dwight Eisenhower, Omar Bradley, George Patton, George C. Marshall, William Mitchell, and Douglas MacArthur. By 1916, the high quality of instruction had made these schools the voice of Army doctrine and staff procedures, but the Mexican crisis and the American entry into World War I closed the schools once again as all available officers were needed for immediate service. Although fewer than 700 officers had graduated from the schools between 1904 and 1916, these graduates dominated the staffs of the American Expeditionary Force in France.

During the 1920s, the Leavenworth schools reopened and were reorganized into the Command and General Staff School (CGSS). A nonresident version of the instruction also was initiated. In 1922, *Military Review*, the professional journal of the U.S. Army, was founded at Fort Leavenworth, and began its major contribution to the growing professionalism of the Army and its leadership. For the first time, the Army had, as it continues to have, a widely accessible forum for the discussion and dissemination of military thought.

Between 1928 and 1934 the institution expanded to a two-year format but, in 1936, reverted to a one-year course to accommodate the Army's increasing need for Leavenworth-trained officers. In the years between the two World Wars approximately 4,000 Regular Army and 500 National Guard and Reserve Officers graduated from Leavenworth. The school's success in preparing officers for command and staff positions at higher echelons was a significant factor in America's military performance during World War II. Virtually every senior commander and staff officer of the Army, including the Army Air Corps, had attended the School at Fort Leavenworth during the 1920s and 1930s.

World War II brought enormous changes to Fort Leavenworth. To meet the needs of a greatly expanded Army, the curriculum at the CGSS was drastically compressed, refocused, and shortened (to only 10 weeks). As a result, more than 19,000 officers earned diplomas from these special wartime courses.

Since World War II, Fort Leavenworth has continued to develop its traditional mission of officer education. The U.S. Army Command and General Staff College (CGSC) took its current name in 1947, and maintains its reputation as the Army's senior tactical school. From 1946 to the present, the Command and General Staff Officers Course (CGSOC) has consisted of a one-year program extending from August through June. The student body attending the resident course has increased from 400 students per year to the present total of 1,191. Over 22,000 students are currently enrolled in the nonresident versions of CGSOC.

Over the years, the CGSC curriculum has been changed as the needs of the Army have changed. An especially significant event was the inauguration in 1963 of the Master of Military Art and Science (MMAS) degree program. The creation of this program demonstrates that the profession of arms, like other professions, heavily depends on a correlative field of study established and advanced through academic research.

During the 1970s, the College broadened its view of officer education to what was known as the "whole man" concept. Students now receive not only a common core of instruction, but also participate in diversified elective programs that meet individual professional needs and personal goals. These elective programs continue to be refined to focus on several broad areas of concentration.

Recognizing the need for more sophisticated educational guidance and advice as CGSC strove to enhance its educational mission, the Secretary of the Army, in 1967, established the CGSC Advisory Committee. This body, composed of distinguished civilian educators, meets once a year under the direction of the Commandant and advises the College on various matters of educational philosophy, policy, and practice.

Continuing reassessment of the Army's educational needs has led to the establishment of additional schools and courses of instruction to complement CGSOC. Since 1981, a nine-week Combined Arms and Services Staff School (CAS³--pronounced "CAS-cubed") course has taught staff procedures and techniques principally to Army captains. Beginning in 1983, selected graduates of CGSOC have remained at the College for a second year

as members of the Advanced Military Studies Program (AMSP) in the School of Advanced Military Studies (SAMS). SAMS also offers education for a select number of senior service college fellows through the Advanced Operational Art Studies Fellowship Program (AOASF). In addition, the College has established the School for Command Preparation (SCP) for an expanding program of command and functional courses attended by both Active and Reserve Components officers to meet the continuing professional development needs of the Army. In 1991, in further acknowledgement of the need for professional growth and development of the Army and its leadership, the College established the CGSC Press to promote scholarly publication.

For the last 113 years, Fort Leavenworth has become synonymous with quality and leadership in military education. The "Leavenworth Experience" has prepared Army, selected sister services (Navy, Air Force, and Marines), and visiting international officers to meet the demands of modern warfare and, increasingly, OOTW. When coupled with its responsibilities in leader development, doctrine evolution, and the promotion of military art and science, CGSC's broad educational charter ensures that the institution will remain vital to the success of the U.S. Army for the foreseeable future and beyond.

THE ACCREDITATION HISTORY OF CGSC

Because the Command and General Staff College first gained affiliate status in 1976, the institution's accreditation history can be quickly recounted. The chronicle properly begins with the suggestion made in the early 1960s by the late General Harold K. Johnson, then CGSC Commandant and later Army Chief of Staff, that the College should consider offering a military master's program. After considerable investigation, the new program was established, and CGSC applied for in 1963 and was granted North Central Association (NCA) candidate status. The Master of Military Art and Science (MMAS) degree, was first offered to members of the 1964 CGSC regular course class. Nineteen student officers chose to take part and complete the program. However, full NCA membership hinged on the pending issue of whether Congress would authorize the College to award the degree. National priorities at the time did not favor Congressional approval, for in the midst of the

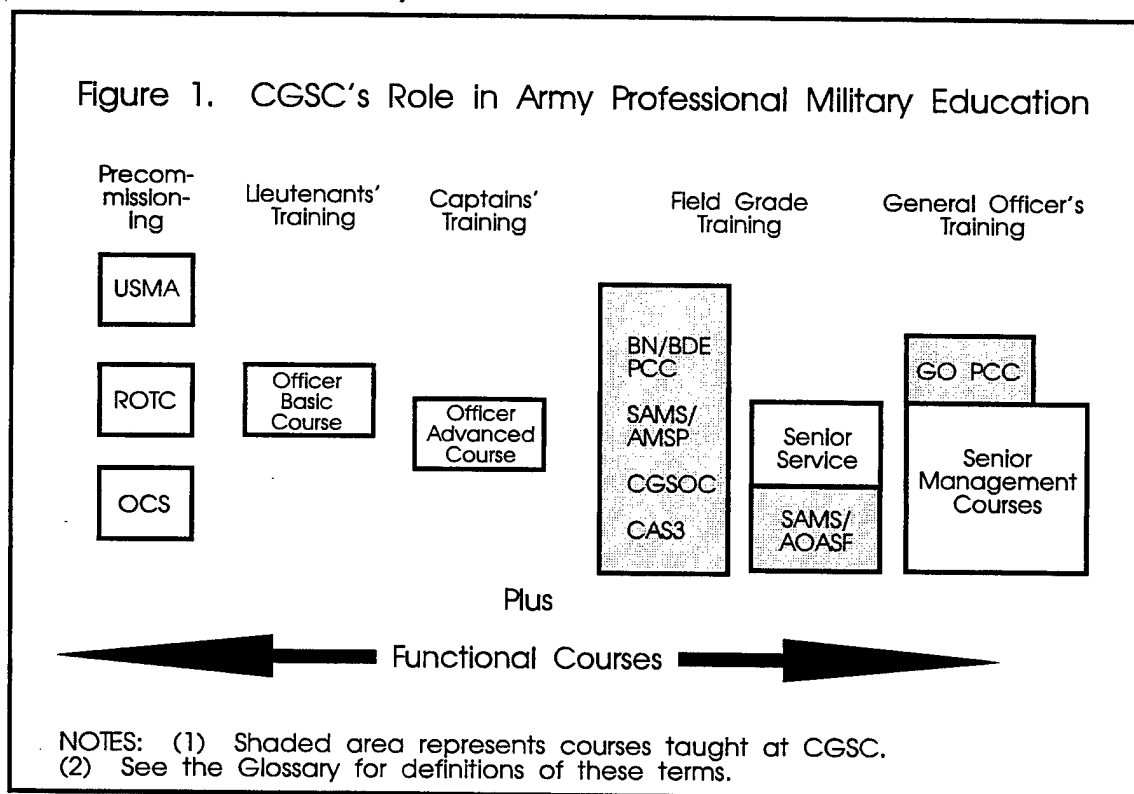
Vietnam buildup and the nation's further involvement in Southeast Asia, the Congress and the Army were deeply committed to addressing other concerns. Thus, even after much effort toward gaining authorization had been expended, the initiative failed, and in 1968 the NCA accordingly withdrew the College's candidate status.

Eventually, with America's withdrawal from Southeast Asia in the early 1970s, CGSC again attempted to secure the approval of Congress to grant the degree. A coalition led by Senator Harold Hughes of Iowa mustered the support necessary to gain authorization for the master's program, and in 1974 President Nixon signed the proposed bill into the 1975 Department of Defense Appropriation Authorization Act. With the long-sought authorization finally obtained, the College turned again to the NCA for accreditation and was again granted candidate status. Full membership was granted in March 1976, constituting a major milestone in CGSC's history.

The 1976 NCA on-site team was pleased with what it found at CGSC: a strong, nationally prominent institution served by capable leadership; a well-qualified faculty; energetic students; rigorous academic programs; reliable funding; and an impressive physical plant. However, the team voiced two concerns during the discussion of the Self-Study's goals. Because of these concerns, the 1976 team recommended a five-year term of accreditation with an interim review midway through that period. The interim review, which focused on the two concerns raised by the original team, took place in the spring of 1979 and, significantly, was so successful that the new team recommended accreditation extension for another five years. Later, the College sought and was granted an additional one-year extension to accommodate a top-leadership change. The NCA's April 1985 on-site visit, marking the end of that extended term, resulted in awarding the College a 10-year term of accreditation. At the same time, the NCA recommended a focused review within three years to examine the relationship achieved by that time between the established MMAS program and a SAMS variation leading to the degree. The 1988 evaluation team found that the College had adequately addressed the concerns cited in the 1984-85 report and recommended no further evaluation until the next on-site visit, scheduled for February 1995.

THE PLACE OF CGSC IN CONTEMPORARY PROFESSIONAL MILITARY EDUCATION

The Command and General Staff College plays a unique role in Army professional military education (Figure 1). It is the educational institution that almost all Army officers attend at some point during their careers. Indeed, many officers repeatedly return to CGSC to undertake one or more of the curricula offered. The College is also unique in the diversity of its students, which include active and reserve officer Army personnel, sister services officers, international officers, and civilians. The Army officer education system is described in DoD Pamphlet 600-3, *Commissioned Officer Professional Development and Utilization*. This pamphlet outlines the sequential educational steps an officer takes, starting with precommissioning education. By reputation, the Army's educational system is one of the most thorough and comprehensive in the world.



In brief, second lieutenants attend the Officer Basic Course (OBC) particular to a branch (armor, infantry, artillery, and so forth) located at an Army post within the United States. There officers gain the knowledge fundamental to successful early performance in their respective branches. After completing this course and several years' experience in the field, officers (by now first lieutenants or captains) return to the branch-specific post for the 20- to 26-week branch Officer Advanced Course (OAC), which imparts those additional skills essential for effectiveness in branch positions at company and battalion levels.

Following more duty in the field, captains attend the Combined Arms and Service Staff School (CAS³) at the Command and General Staff College. CAS³ introduces captains to intermediate-level Professional Military Education (PME) by training them in broader, branch-immaterial staff officer skills. At CGSS, they gain a division- and brigade-level frame of reference by using skills applicable in all branches and at all staff levels, thus preparing them for training in larger unit operations. In addition, CAS³ lays the foundation for joint service by introducing captains to the duties of a combined arms staff.

Next, officers complete more duty in the field followed by competitive selection for the 10-month Command and General Staff Officer Course (CGSOC) or alternative intermediate-level schools operated by the other services. Currently, approximately 50 percent of an officer's year group attends resident CGSOC, and of those attending CGSOC a smaller number (45 in 1994) are chosen to remain for a second year at the School of Advanced Military Studies (SAMS) in the Advanced Military Studies Program (AMSP). SAMS students pursue advanced studies to become planners at the tactical, operational, and strategic levels.

Also within the School of Advanced Military Studies is the Advanced Operational Art Studies Fellowship (AOASF). It is a two-year program whose first year combines study at the operational-strategic level with visits to various critical command headquarters around the world. The second year involves national security studies, theoretical and applied campaign planning, and the exercise Prairie Warrior practicum.

It is during this period, while attending CGSOC or SAMS, that students may enroll in the Master of Military Art and Science (MMAS) Program (voluntary in CGSS, mandatory in SAMS). Additional speciality courses are required for certain officers, many of whom return to CGSC to attend "specifically focused functional courses" offered through the School for Command Preparation (SCP). For example, all officers selected to command at the battalion or brigade level attend a preparatory course at CGSC. Many are accompanied by their spouses, who receive briefings on the role they will play in command. Finally, after yet more experience in the field and on principal staffs, some 20 percent of CGSOC graduates are selected to complete their military educations at senior service schools.

More than any other single Army institution, CGSC provides the training and education by which the officer corps develops its leaders. Over the years, its reputation as one of the finest military institutions in the world has been evidenced by its two officer halls of fame, which include some of the greatest military leaders in the world, who have personally attended and benefited from the education central to the "Leavenworth Experience."

CHANGES AT CGSC SINCE THE 1985 SELF-STUDY AND ACCREDITATION VISIT

The nature of military operations is dynamic. Consequently, the nature of what is taught at the Command and General Staff College constantly changes. In 1985, the Nation's major military threat was war against the Soviet Union in Central Europe. Today that threat no longer exists, and CGSC must now direct its intellectual energy and curricula toward conducting a wide-range of military operations throughout a different world from conventional warfare to peacekeeping operations.

Other priorities within our society have changed since 1985, leading to a rapid military downsizing. Thus, CGSC, like other Army organizations, is faced with the challenge of maintaining established levels of excellence over a wider range of contingencies but with fewer resources. Indeed, the changing nature of "the threat," together with the Army's downsizing, are the two

dominant themes that have also shaped other changes at the College in recent years.

A significant development is reflected in the College's broadened mission statement. In 1985, the CGSC mission focused primarily on education, training, and doctrine development. Today, the mission statement encompasses the College's expanded role as the executive agent for the Army's Leader Development Program, as well as CGSC's explicit responsibility to support the broader advancement of military art and science. Both of these new missions have expanded the scope of CGSC's influence on the Army and have put the College on the leading edge of the Army's transition into the 21st Century--but not without costs.

An especially important change for the College in the past ten years has been a substantial, post-Cold War decrease in resources--both faculty and funds--while, during the same period, there has been an increase in the student population. Despite having fewer resources and more students, the College has been able to realign its assets to accomplish its multifaceted educational mission, as evidenced by feedback from the Army in the field and by the students.

Despite resource reductions, the College has in some ways continued to grow. In 1986 the Department of Tactics was expanded into the Center for Army Tactics. In 1991, both an enlarged Concepts and Doctrine Directorate and the new CGSC Press were established. In 1992, the Leader Development Office was created. An experimental organizational change took place in 1992 when the Deputy Commandant established two new positions: The Director, Command and General Staff School, and the CGSC Chief of Staff. Adding these new positions greatly reduces the direct administrative responsibility of the Deputy Commandant. An important addition to the faculty also occurred in 1992 when CGSC established the permanent George C. Marshall Chair of Military History to replace the John T. Morrison history chair, whose occupancy changed annually.

In 1986, Congress accomplished a more sweeping change by passing the Goldwater-Nichols Department of Defense Reorganization Act. This legislation, and subsequent efforts by Representative Ike Skelton and the

House Panel on Military Education, has had a dramatic impact on the College. As a result, CGSC has significantly sharpened its focus on joint operations and increased other services' representation on the faculty and in the student body. The Goldwater-Nichols Act also led to the establishment of Programs for Joint Education (PJE) at all the other intermediate and senior service military colleges specifically to prepare officers for joint duty. Accordingly, CGSC implemented PJE in 1989 and, in December 1993, the new program was accredited by the Chairman, Joint Chiefs of Staff.

As a related matter, the student body mix at the College has also changed. In 1985, there were only 56 sister services officers attending CGSOC. Today that number has increased to 160. Also, two sister services officers (one sea and one air) and at least one international officer and one Reserve Component officer are present in each CGSOC staff group of 16 officers. Likewise, the School of Advanced Military Studies has added sister services officers, as well as an occasional international officer, to its programs. The addition of these other officers in both schools has greatly enhanced the learning environment.

The related teaching methodologies used in CGSOC have also undergone change during the past decade. Late in 1985, the Deputy Commandant reviewed the teaching methods of each school. In the review, all courses except CGSOC showed a clear preference for active (small group) over passive learning methods (only 59 percent of CGSOC was taught using active learning methods). Convinced that more active learning especially suited adult students, the College took immediate action to raise the level of active learning in CGSOC to approximately 80 percent--which is where it remains today.

Advancing technology has also had dramatic effects on the College over the past decade. In 1985, CGSC was just beginning to explore the use of computers for battle simulations in the classroom. Today that technology is a standard part of the learning environment. Computers are now found in all classrooms and are used extensively by faculty and students to enhance learning. A clear example of how far the College has come in this capacity is the CGSOC end-of-course exercise named Prairie Warrior. During Prairie Warrior, students participate in an automated joint task force battle simulation

that provides an appreciation for the dimensions of time and space required for tactical operations.

An important and timely curriculum change took place in 1991 while the present Commandant, Lieutenant General John Miller (then a brigadier general) served as the Deputy Commandant. Under his direct supervision, a comprehensive 18-month study of the CGSOC curriculum took place. The result was a new curriculum for academic year 1991-92 that shifted the focus from operations in Central Europe to Army and joint operations throughout the world. As a result of the changes made by Brigadier General Miller and the faculty, CGSOC students now undergo a learning experience more globally focused in which they must demonstrate the ability to plan and conduct complex operations across a much broader spectrum of conflict.

During the 1980s, CGSC initiated an aggressive Facilities Modernization Plan designed to provide students and faculty with more contemporary facilities. This modernization plan in effect symbolizes the future vision of the College, paving the way for much-needed changes for the 21st Century. Most visible is Eisenhower Hall, a new 256,000-square-foot facility that houses a new library (approximately four times the size of the old library), and dozens of classrooms, seminar rooms, and offices. Completed in 1994, Eisenhower Hall is equipped with state-of-the-art communications and educational technology. The Modernization Plan also calls for the extensive renovation of Bell Hall, the College's principal building, which was constructed in 1959. In fact, parts of Bell Hall renovation are already underway, including a new bookstore and cafeteria, and the replacement of old furniture with new and more efficient computer work stations. Long-range plans to upgrade other CGSC facilities and related Fort Leavenworth physical resources are also well underway. Upon the completion of planned renovations in the late 1990s, the College will have dramatically changed virtually all aspects of its physical plant.

As this recounting shows, for the past ten years change has been a major force at the Command and General Staff College. But there has been one constant amidst all this transition: the excellence of CGSC's people--talented, experienced, and dedicated. That was the 1985 NCA Team's judgment of the College's faculty, staff, and students, all of whose successors--

by demonstrated performance--are at least as able today. Yet even within this constancy there has been progress. With the expansion in 1990 of Title 10 hiring authority (allowing freer non-civil-service faculty recruitment) to expand the cadre of highly qualified civilian faculty at CGSC (as well as West Point and the War College), new instructors have been retained, subject to and constricted by recent budget austerity.

In October 1994, a review of faculty qualifications by the U.S. Army Training and Doctrine Command (TRADOC) Inspector General's Office summed up this vital strength by concluding that the College faculty has the necessary educational, functional, and operational qualifications. Thus, the CGSC faculty continues to prove that it can perform at high levels in an ever-changing environment.

CONDUCT OF THE SELF-STUDY

In the Fall of 1993, under the guidance of the Commandant, Lieutenant General John E. Miller, the College began planning its first 10-year Self-Study report. This planning culminated with a briefing to the Deputy Commandant and CGSC's Senior Staff Council on December 22, 1993. At that briefing, the overall Self-Study plan and the concept of the report were approved, as was the designation of the Senior Staff Council as the Executive Steering Committee for the project. Directly thereafter, the NCA also approved the plan.

As a result, General Miller, and his new Deputy Commandant, Brigadier General Randall Rigby, assumed overall responsibility for the Self-Study, with the College's Senior Staff Council serving as the Self-Study steering committee and as overseers of the conduct of the review. Dr. Philip J. Brookes, Director of CGSC's Graduate Degree Programs and one of the College's senior civilians, was director of the Self-Study project with day-to-day operational authority. The Deputy Commandant chaired the Steering Committee, which regularly reviewed the progress of the Self-Study. In addition, this body took direct responsibility for addressing higher level portions of the Self-Study, which included institutional values, priorities, and long-range planning.

In January 1994, Colonel Stuart Towns, a Reserve officer and University of West Florida professor and administrator (as well as a long-time member of CGSC's Consulting Faculty) began a six-month active duty tour to serve as the coordinator for the Self-Study project and report. Colonel Towns' responsibilities were to work closely with the three principal committees formed to carry out the Self-Study plan, collecting and analyzing evidence as well as drafting portions of the report. Working with the Self-Study plan, the *NCA Handbook of Accreditation, 1993-1994*, and other materials, each committee met frequently with Dr. Brookes and Colonel Towns to review the goals, processes, and time lines of the project. In addition, the Self-Study plan was provided to all department chairs and through them, to all other members of the CGSC community as a means of encouraging broad understanding of and involvement in the project.

Together, the three committees formed to implement the Self-Study plan provided comprehensive scrutiny of the College's programs. The Academic Committee was charged with describing and evaluating all elements of CGSC's academic life, focusing especially on the curricula of the five schools, special academic programs throughout the College, and the faculty and student body. The Committee was chaired by Dr. Richard Swain, former Director of the Combat Studies Institute (CGSC's history department), and currently Professor of Military Art and Science with the School of Advanced Military Studies.

The Administration Committee was responsible for examining the framework and systems that regulate College operations. This Committee's concerns included CGSC's leadership structure, staff organization, and governance procedures--the mechanisms that chiefly control the institution. The Committee was chaired by Dr. Ernest Lowden, Chief of CGSC's Office of Evaluation and Standardization (institutional research).

The Support Committee was responsible for assessing CGSC resources that underlie and sustain all College programs. These include manpower, budget, facilities, automation, Alumni Association activities, as well as the social, recreational, and spiritual resources of the College. This Committee was chaired by Lieutenant Colonel Richard Hart, Director of College Services, CGSC's chief resource officer.

An initial draft of the Self-Study report was produced and distributed to directors and key members of the staff and faculty in mid-September. On September 29, the Deputy Commandant and Senior Staff Council met to conduct a detailed assessment of the entire draft and its findings. Using trained facilitators from the CGSC Civilian Leadership Training Division, the groups reviewed at length the findings of the report and formulated initial responses to the issues raised. Finally, the Deputy Commandant provided further guidance concerning the next two steps in the Self-Study process: preparation of the final report and development of a CGSC action plan to address Self-Study findings.

The Senior Staff Council met again on November 10, 1994, to review the final draft of the report and to reconsider its findings and the action plan before its publication. An important last step in the Self-Study process was the final review for the Deputy Commandant and Commandant. During the briefing, the Deputy Commandant and the Director of the Self-Study reviewed its key findings and sought the Commandant's guidance concerning implementation of the action plan.

SUMMARY

The Command and General Staff College has brought to the 1995 NCA Self-Study a distinguished history, an important mission, and an expectation of continued service. The College has organized its key assets to conduct a thorough Self-Study and draft a candid report of its findings. The following chapters describe these outcomes in detail.

CHAPTER 2: AN OVERVIEW OF THE COMMAND AND GENERAL STAFF COLLEGE

EDUCATIONAL PHILOSOPHY

The College is dedicated to excellence in education, training, and other professional military development. Students, faculty, and staff commit themselves to the primary goal of preparing officers for wartime and peacetime duties.

Instruction is designed to develop student reasoning, decision-making ability, character, self-expression, and teamwork. Emphasis falls on recognizing and defining a problem, determining the basic issues involved, obtaining the necessary information for a solution, and solving the problem within existing service and joint doctrine. For realism, the student must analyze problems with limited information and must arrive at logical (and sometimes intuitive) solutions or decisions with reasonable speed. Students communicate their reasoning and decisions to each other and to faculty both orally and in writing. They must then supervise subsequent responses to ensure proper execution. Throughout this process the student practices sound doctrine and flexible procedures. Detailed instruction and memorization are held to a minimum so instruction can be oriented primarily on developing logical, practical, and original reasoning rather than on the merits of any single solution. Particular attention is paid to the development of intellectual honesty, integrity, and other professional competencies, values, and standards.

The military profession is special in that its members have a responsibility for defending the values of the nation and the lives of others. Accordingly, students must recognize the extent of their great responsibility and realize that the nation's security may one day rest on what an officer does or does not do. This awareness contributes to the seriousness and urgency of the College's mission and underlies its high standards in personal and professional ethics. Since 1881, CGSC has sought to develop the "total" military professional to serve the Army and the nation.

MISSIONS AND GOALS

The College consists principally of five distinct schools with closely related academic programs to accomplish a common mission: officer education. To help ensure that the schools are fully integrated into one another, CGSC has developed a structure of *mission statements* for the College as a whole and, at the next lower level, for each of the five schools (as well as for other units). The individual mission statements for the five schools are collectively designed to support and accomplish the College's overall mission. Beneath the mission statements of the College and the component schools, subordinate *goal statements* specify further the intended outcome. Each goal statement then generates and is supported by still more specific *objective statements*. Finally, at the *task* level, objective statements translate into the responsibilities of individual departments, subunits, and their people. In general, this formal but flexible structure serves not only in integrating academic programs but also in cross-educating faculty, staff, and students in the value of cooperation and consistency within a shared system.

The official, Department of the Army (DA) mission of the Command and General Staff College is to educate leaders in the values and practice of the profession of arms, to act as the executive agent for the Army's Leader-Development Program, to develop doctrine that guides the Army, and to promote and support the advancement of military art and science.

The components of this mission statement become, in turn, the College's established four goals: (1) educate leaders in the values and practice of the profession of arms, (2) act as the executive agent for the Army's leader-development program, (3) develop doctrine that guides the Army, and (4) promote and support the advancement of military art and science. These four goals encompass the following specific objectives:

- *Educate leaders in the values and practice of the profession of arms by--*

- Providing qualified staff and faculty.
- Providing quality curricula.

- Providing a rigorous Master of Military Art and Science Degree Program.

- Providing an environment which enhances quality of life and supports the learning experience.

- Coordinating Reserve Components education.

- Sustaining CGSC as an institution of excellence.

- ***Act as Executive Agent for the Army's Leader-Development Program by --***

- Developing, coordinating, and ensuring execution of Army leader-development action plans.

- Informing strategic and senior Army leadership on the Army Leader-Development Program.

- Maintaining currency of leadership and leader-development doctrine.

- Developing an Army family team-building program.

- Providing feedback to institutions on how well they are developing leaders.

- Ensuring publication of leader-development manuals for officers, warrant Officers, and noncommissioned officers.

- Incorporate leader-development action plans.

- ***Develop doctrine that guides the Army by --***

- Developing and maintaining a qualified body of doctrine and concept experts and writers.

- Critically reviewing doctrine on a periodic basis to keep it current and valid.

- Developing, integrating, and disseminating doctrinal products.

- Stimulating and developing concepts and the best doctrinal ideas.

- Building consensus for doctrine acceptance for FM 100-5, Operations.

● ***Promote and support advancement of military art and science by --***

- Ensuring the internal and external integration of advancements in military art and science.
- Routinely conducting exchanges of professional knowledge and skills, internally and externally.
- Ensuring that OOTW requirements are integrated into TRADOC's Concept-Based Requirement System.
- Communicating evolving bodies of knowledge to and from external audiences.
- Researching, writing, and publishing works that reflect and support the advancement of military art and science.
- Sustaining an environment that provides resources to support the advancement of military art and science by internal and external audiences.

THE MISSION AS PART OF THE ARMY LEADER-DEVELOPMENT SYSTEM

As the Army looks to the future and considers its world-wide responsibilities, its long-established belief in the value of a well-trained and educated officer corps assumes even more importance than in the past. To address this need, the Army has developed a formal leader-development system that consists of three equally important pillars. Department of the Army Pamphlet 600-32, *Leader Development for the Total Army: The Enduring Legacy*, describes these pillars as follows:

● ***Institutional Education and Training.*** The Army's school system provides the formal education and training that all personnel require to develop specific job-related skills as well as basic leadership skills. This training is conducted on a progressive and sequential basis to prepare the individual for ever increasing positions of responsibility.

● ***Operational Assignments.*** Operational experience through duty assignments requires leaders to use and build on what was learned through the process of formal education. It is the successful application of the knowledge

and skills acquired from institutional education and training that builds the necessary confidence required in a leader.

- ***Self-Development.*** Individual initiative and self-improvement are keys to training and developing each leader. However, formal educational and operational systems have limits to what they can accomplish; therefore, leaders can and must continue to expand their knowledge bases, using Army correspondence courses, civilian education, reading programs, and numerous Self-Study programs.

These three pillars contribute to the development of professional behavior and attitudes; CGSC's education mission supports leader development chiefly through institutional education and training. As the executive agent for the Leader-Development Program, the CGSC Deputy Commandant is required quarterly to brief the Army Chief of Staff and the Army's staff on the progress of the Army Leader-Development plans.

SCHOOL MISSIONS

Each of the College's five schools has carefully developed mission and goal statements in support of the overall mission. These school missions and goals are established as follows.

Command and General Staff School (CGSS)

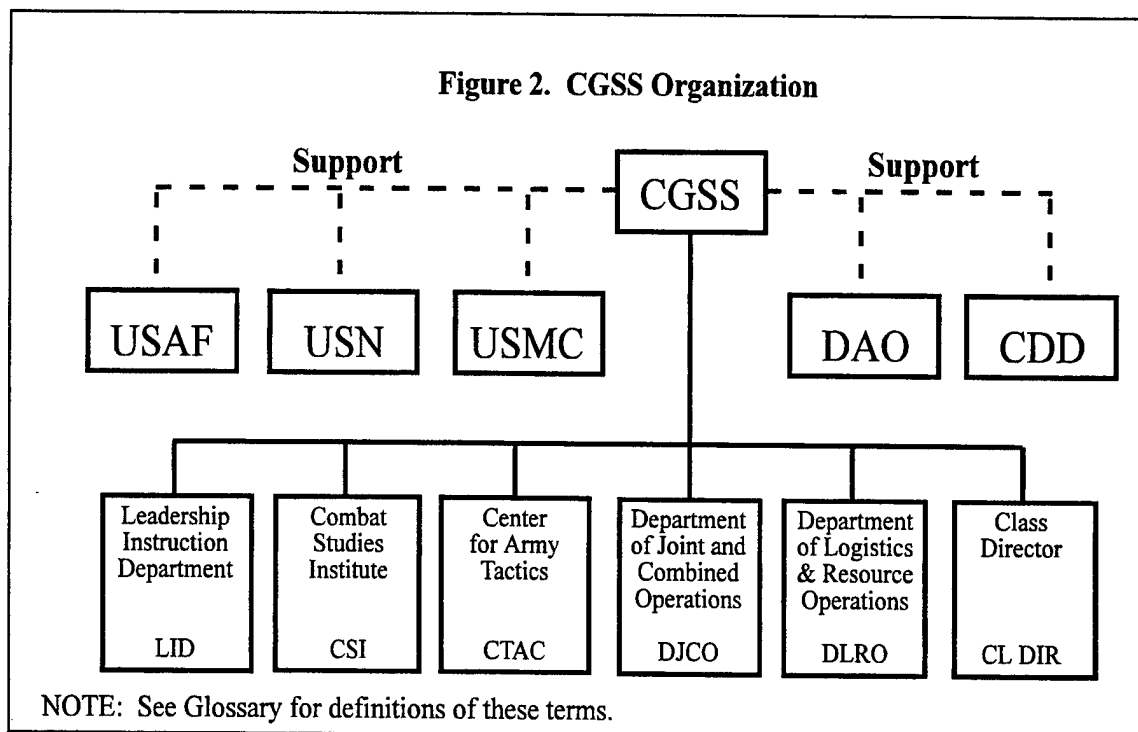
Mission

The mission of the Command and General Staff School is to educate selected officers in the values and attitudes of the profession of arms and in the conduct of military operations during peace, conflict, and war with emphasis at corps and division levels.

Goals

The goals of CGSS are to develop officers who--

- Display tactical and technical combined-arms proficiency.
- Understand joint and combined operations.
- Are instilled with joint attitudes and perspectives.
- Can prepare, fight, and sustain forces across the spectrum of conflict.
- Can apply the perspectives of military history.
- Embody the principles, attitudes, and values of military leadership.
- Can solve complex problems systematically and under pressure.
- Understand the role of the military in a free society.
- Communicate effectively in a variety of media.
- Confidently accept higher levels of responsibility.



School of Advanced Military Studies (SAMS)

Mission

Educate officers at the graduate level in military art and science with emphasis on planning and executing campaigns at the tactical, operational, and strategic levels of war across the spectrum of conflict in a changing world.

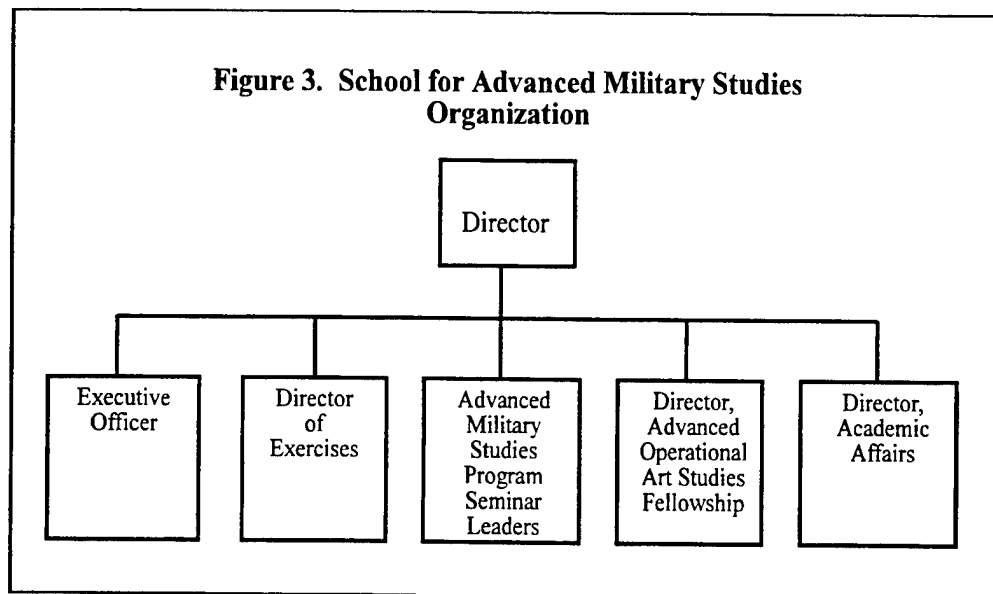
Goals

The Advanced Military Studies Program (AMSP)--

- Provides the Army with specially educated officers for command and general staff positions.
- Develops mature, professional officers with advanced understanding of war at the tactical and operational levels.
- Teaches officers practical skills required to apply education to the solutions of current and future Army challenges in peace and war.

The Advanced Operational Art Studies Fellowship (AOASF)--

- Produces senior officers capable of planning and executing military-strategic level campaigns in and between theaters, throughout the spectrum of conflict.



Combined Arms and Services Staff School (CAS³)

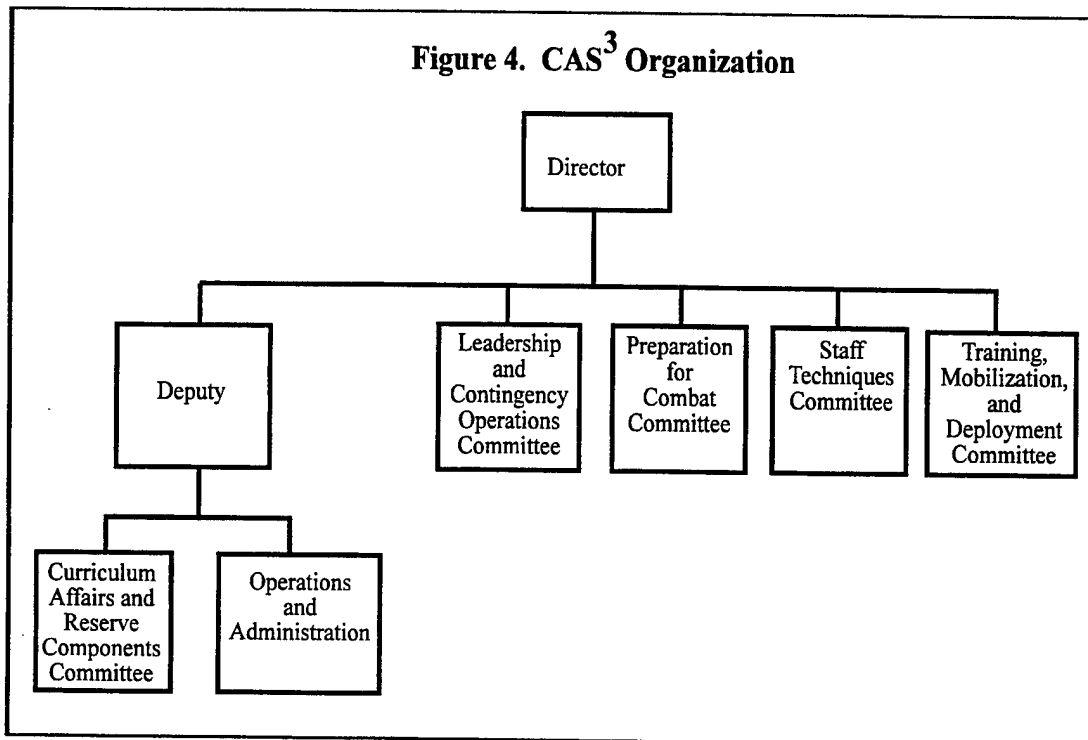
Mission

The mission of the Combined Arms and Services Staff School is to train officers of the Active and Reserve Components to function as staff officers with the Army in the field.

Goals

The Combined Arms and Services Staff School (CAS³) helps students--

- Improve their ability to analyze and solve military problems.
- Improve communications skills.
- Improve their ability to interact and coordinate as a member of a staff.
- Improve understanding of Army organizations, operations, and procedures.



School for Command Preparation (SCP)

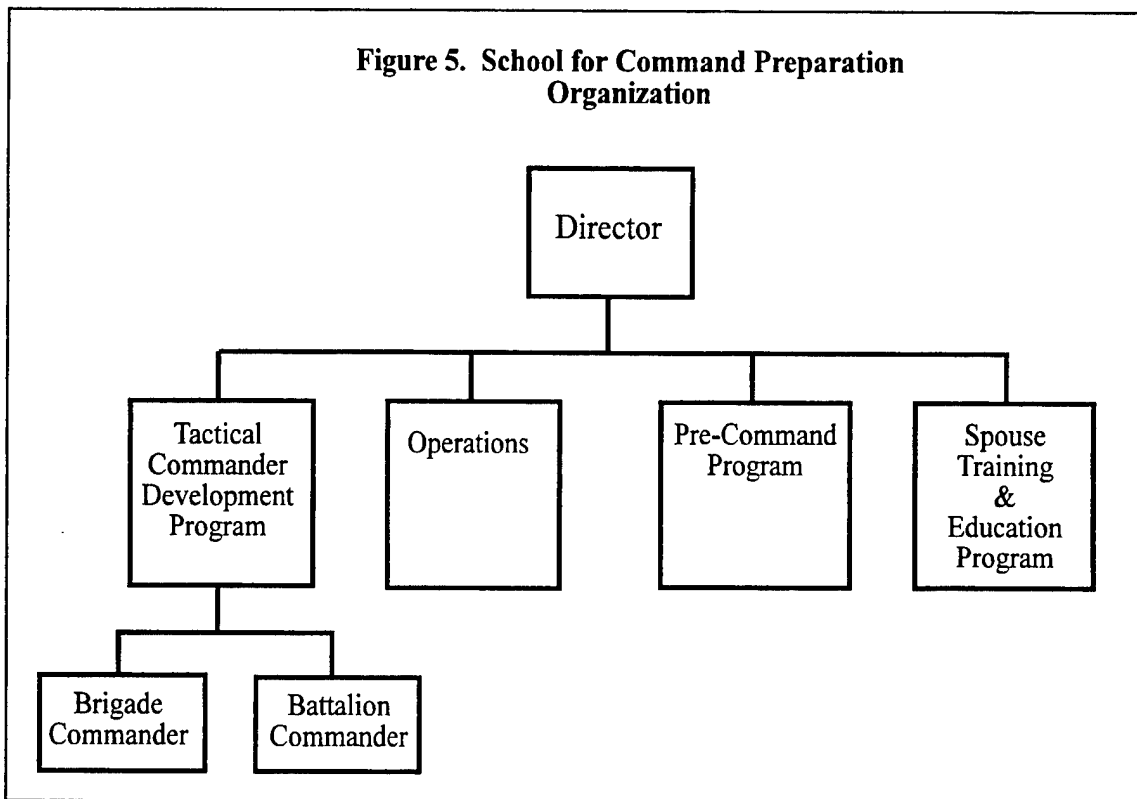
Mission

The School for Command Preparation (SCP) coordinates and conducts pre-command courses for battalion- through division-level Active and Reserve Components selectees and spouses.

Goals

The School for Command Preparation's goals are--

- To provide education on a continuing basis for specific duty assignments.
- To enhance warfighting and combined arms skills.



School of Corresponding Studies (SOCS)

Mission

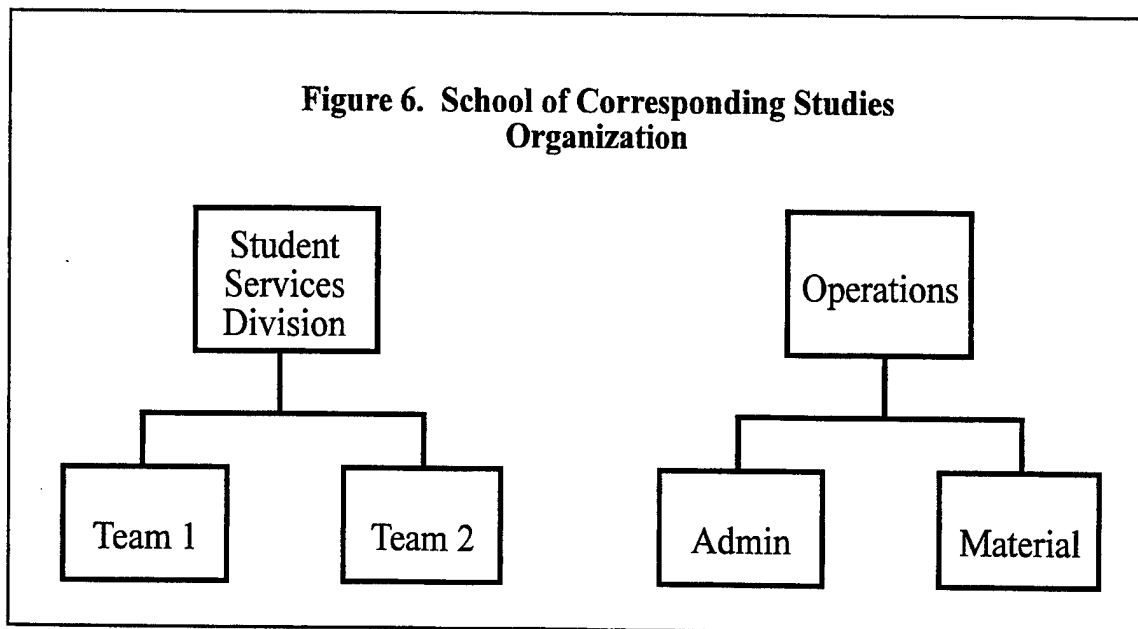
The mission of SOCS is to administer CGSC nonresident programs to Active and Reserve Components officers. The courses administered are--

- The Combined Arms and Services Staff School (CAS³), Phase I (correspondence).
- The Reserve Components Combined Arms and Services Staff School (RC-CAS³), Phase II, (USARF Schools).
- The Command and General Staff Officer Course (CGSOC), as well as correspondence and USARF schools.

Goals

The goals of the School of Corresponding Studies (SOCS) are to--

- Effectively manage the nonresident programs of the CGSC.
- Possess only the highest quality nonresident CGSC faculty.
- Interest all nonresident CGSC staff, faculty, and students in the study of military art and science.



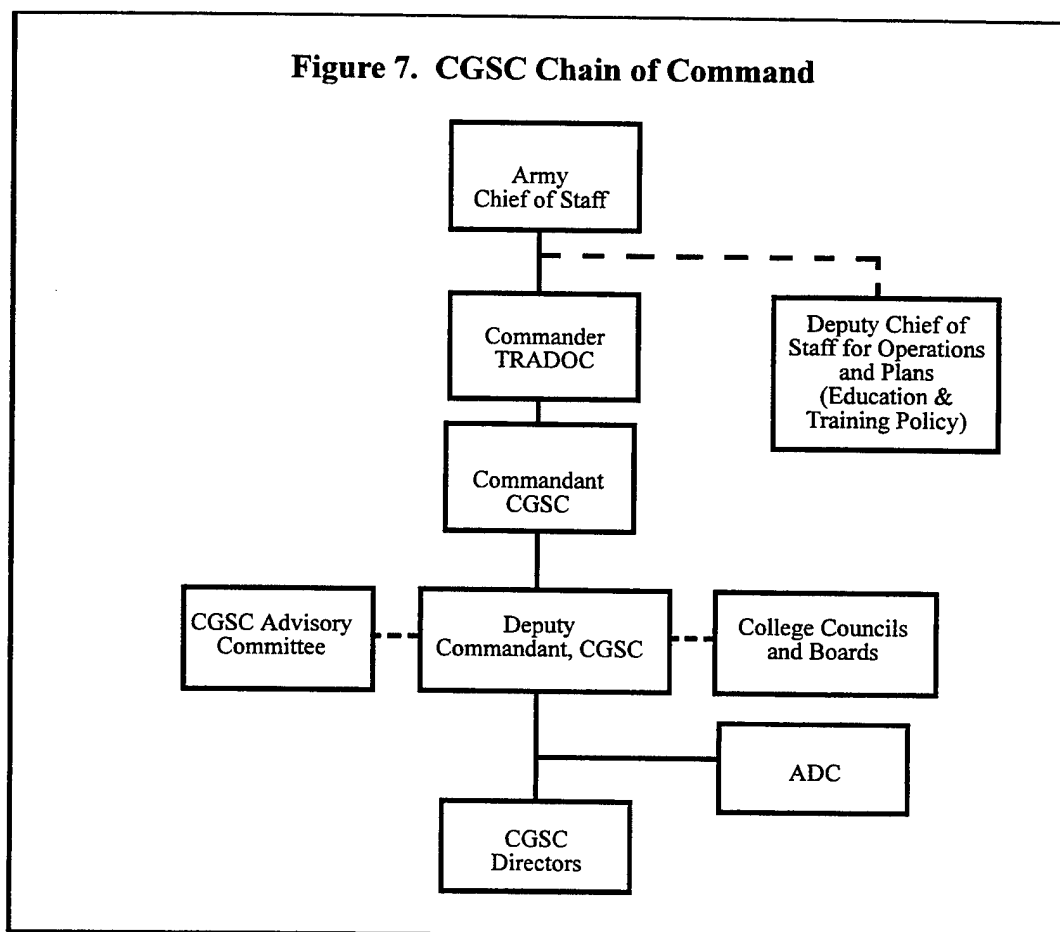
GOVERNANCE

Chain of Command and Committee Structure

Governance of the Command and General Staff College comes from a variety of sources, but begins with the Army chain of command (Figure 7). The College, like all Army organizations, has a higher headquarters, in this case the Combined Arms Center, Fort Leavenworth. While the chief administrator of the College is the Deputy Commandant, the College's Commandant is also the Combined Arms Center Commander and, in turn, is responsible to the Commander of the Training and Doctrine Command (TRADOC) headquartered at Fort Monroe, Virginia. TRADOC is responsible for most training and education for the Army's military and civilians, and the TRADOC Commander answers to the Army's Chief of Staff, who in turn answers directly to Army and Defense Secretariats and, thus, to the President, the Congress, and the people.

While TRADOC provides formal governance organization for Army schools, CGSC derives additional governance from various formal and informal Army structures (e.g., the Army Audit Agency) and from outside agencies (e.g., the General Accounting Office). Further sources of formal and informal College governance are its own internal and external subordinate organizations, process action teams, special functional committees and boards, and the faculty, staff, and students. These organizations include the following:

- ***The CGSC Advisory Committee.*** This committee, required by the North Central Association and chartered by the Secretary of the Army, meets annually to examine College operations and to advise the Command Group on educational philosophy, policy, and practice. The committee, whose members serve three-year terms, is composed of administrators and faculty members from a variety of institutions of higher education across the nation. Chaired by one of its members, the Committee submits its report to the top CGSC leadership and the Secretary of the Army.



- ***The Senior Staff Council.*** This council includes the Deputy Commandant, school directors, academic department directors, and other directors in the College. The council meets regularly to review missions, policies, programs, and special issues and to establish short- and long-range plans. The organization has been in existence over many years under different names (e.g., Board of Directors, Council of Colonels Plus) and is the principal internal governing board.

- ***The CGSC Academic Board.*** This board meets as directed by the Commandant and is chaired by one of the five school directors on a rotating basis. The board advises the Commandant and Deputy Commandant on academic matters, especially student performance. Other members are academic department directors and a nonteaching department director. Sister

services or Reserve Components representatives serve on the board when necessary in place of a non-teaching department director.

- ***The Graduation Board.*** This board selects students for academic awards, approves the award of the Master of Military Art and Science degree and certifies students for graduation. Its board members are the Director of the Command and General Staff School (President), all academic department directors, the Class Director, the Director of Graduate Degree Programs, and the Chief of Reserve Components Affairs.

- ***The Program Budget Advisory Committee (PBAC).*** This committee is responsible for planning and overseeing of College resources. The committee includes school and key activity directors who advise the Deputy Commandant on budget development, evaluate its execution, and make adjustments as needed.

- ***The Curriculum Steering Committee.*** This committee primarily functions in the Command and General Staff School. It is chaired by the School Director, and its members include CGSS academic department directors, heads of sister services offices, the Director of Academic Operations, and the Director of the Graduate Degree Program. Its function is to review and guide the development and integration of the CGSOC curriculum.

- ***The CGSC Faculty Council.*** This council consists of 14 elected members, one from each of the five schools in CGSC and one from each of the following: the Combined Arms Resource Library (CARL), the Corps and Division Doctrine Directorate (CDD), the Directorate of Academic Operations (DAO), the Department of College Services (DCS), the *Military Review*, The Marshall Chair (for military history), and each of the Sister Services sections (Air Force, Navy, and Marines). The purpose of the council is to enable the faculty to join with CGSC leadership in College governance, especially on curriculum matters.

- ***The CGSC Directors.*** This informal body includes all school directors, academic department directors, and primary staff department

directors in the College. These officials, who are generally Colonels or senior civilians, exert influence over CGSC operations singly and in informal groups.

- ***The CGSC Students.*** Students provide input to the curriculum and other issues through their chain of command, by formal surveys, and by student comment sheets. The student body chain of command includes the class president, vice president, and section leaders from the 20 sections. The class president and vice president attend and have an active voice in all post-instruction conferences (conducted by the Deputy Commandant and appropriate directors after each block of instruction is completed). Section leaders also provide input through their chain of command concerning the curriculum and College environment in general. In addition, each section leader provides a survey committee representative to the Office of Evaluation and Standardization to assist in the collection of survey data on each course of instruction. Student comment sheets provide an additional, direct means for every student individually to submit concerns, compliments, or other opinions about the College curriculum, instruction, and academic environment. They allow students to raise their observations to the Deputy Commandant's attention and then to proper levels for attention.

This combination of influences ensures a variety of viewpoints that collectively shape all college decision-making processes. The formal organization may also be bypassed if the Army Chief of Staff chooses to speak directly to the Deputy Commandant without formally using the chain of command. These varying frames of reference and assistance are both dynamic and challenging.

The College also has external advisors who contribute less formally to the success of its program, although they are generally not in the organizational chain of command. For example, Army field commanders provide continuous information on the performance of CGSC products (graduates, doctrine, field manuals, publications, and staff and faculty returning to field assignments). The commanders in the field are especially excellent sources of practical information on the effectiveness of doctrine, tactics, and staff techniques. Like any other College, CGSC must meet the needs of its customers, who, in this case, are the leadership of the rest of the Army.

Top Leadership

Top leadership, or senior level leadership, is defined as the Commandant, Deputy Commandant, and generally all department directors in the grade of Colonel or are senior civilians. These leaders generally are chosen for their positions at the College based on specific expertise and performance in previous positions in the operational Army, the Army's school system, and civilian academic life. For the same strengths, members of the College leadership often conduct special projects for the Chief of Staff of the Army. Examples of such projects include the Army's recent leadership study, changes in the TRADOC curriculum in response to changes in the world environment, and the development of specialty studies of tactical organizations. The senior-level leadership is involved in almost all governing activities in the College (academic boards, senior staff council, and program budget advisory committees). Collectively, they represent significant institutional knowledge.

At the same time, the continuous rotation of personnel in key leadership positions creates constant renewal. Thus, the collective wisdom of the leadership changes focus and frame of reference as the leader community evolves. Since the last accreditation visit, the College has had five Commandants, eight Deputy Commandants, and a large number of department and school directors. In addition, changes of positions sometimes occur within the College (for example, a department director may become a school director, an assistant deputy commandant, or a special project officer). The price of this renewal, compared with most civilian institutions, is considerable personnel turbulence. Historically, however, the trade-off has been one the Army has chosen to make. Because of CGSC's close relationship to the Army in the field and the dynamic nature of modern warfare, it is important that the military faculty renew itself frequently. As an institution whose ultimate purpose is serving the nation's defense, CGSC must maintain curricula and classroom focus that constantly reflects the latest experiences from the field.

Academic Climate

The Command and General Staff College today faces more complex challenges than at any other time in the post-world war era. Since 1985, significant changes in the world and, therefore, the national strategic

environment, have caused the College leadership to make substantial changes in the curriculum. In addition, current domestic political and economic forces have led the Army to reduce CGSC's allocations of human and financial resources. At the same time, the growth of modern technologies of war promises an even more unpredictable 21st Century. These challenges, together with rapid turnover among College leadership, create a dynamic, ever-changing setting which, whatever its benefits, not surprisingly produces some anxiety and stress as well.

Perhaps the most dramatic illustration of this changing environment is the disintegration of the Soviet Union. This development has led to a drastically changed CGSC curriculum. Since the Army no longer faces a super power threat, large-scale combat operations have, in considerable measure, given way to "OOTW." With the change between the U.S. and Russia from adversarial confrontation to substantial cooperation, CGSC has hosted peacekeeping conferences between members of the U.S. Army and Russian military leaders. The College's international officer community recently has included students from Russia, Bulgaria, the Czech Republic, Slovakia, Poland, Belarus, and Ukraine. This new cast of allies represents a "sea-change" for CGSC leaders, faculty, and students, who only recently, and for most of their lives, considered these nations part of the opposing force.

The removal of a large-scale Soviet threat also has caused the political community to look for a "peace dividend," reflecting military cutbacks. In fact, the Army will shrink, within the near term, from a pre-Desert Storm force of approximately 780,000 uniformed personnel to roughly 520,000 and a scheduled 495,000 in 1996. These reductions directly affect the people, facilities, and equipment dollars available to the College, since College resources derive from Congressional military appropriations. Be that as it may, these resource reductions have not yet reduced the College's requirements. Consequently, additional stress and anxiety arise from increasing challenges "to do more with less." In this climate, the College has been driven to find new methods of operation to effectively confront its new environment.

Declining resources have also created instability in personnel management. In order to meet the Army's "right-sizing" requirements, active-

duty military personnel have been forced or invited to retire early. Inevitably, faculty and staff morale is adversely affected when officers cannot be sure of their future. At the same time, similar reductions have threatened the careers of Army civilians, whose relatively lengthy service has long been a source of stability at CGSC.

Concurrent with these changes, developments in automation and communications have in some ways outpaced current teaching methods. Only 10 years ago, videotape recorders were gaining popularity (about 1 of 15 students owned a personal computer) and 1 megabyte of random access memory (RAM) was considered enormous. Today, VCRs are as common as portable radios, CGSC students generally own computers or know how to use one, and computer compact disks (CD) with huge storage capacity are rapidly gaining their place in systems. Because of these changes in technology, students are prepared for even more advanced experiences in learning. And, while CGSC is using more advanced technology than ever before in its classrooms (such as computer simulations), limited and diminishing resources currently prevent a more rapid expansion into new, nontraditional methods of education that College leaders envision.

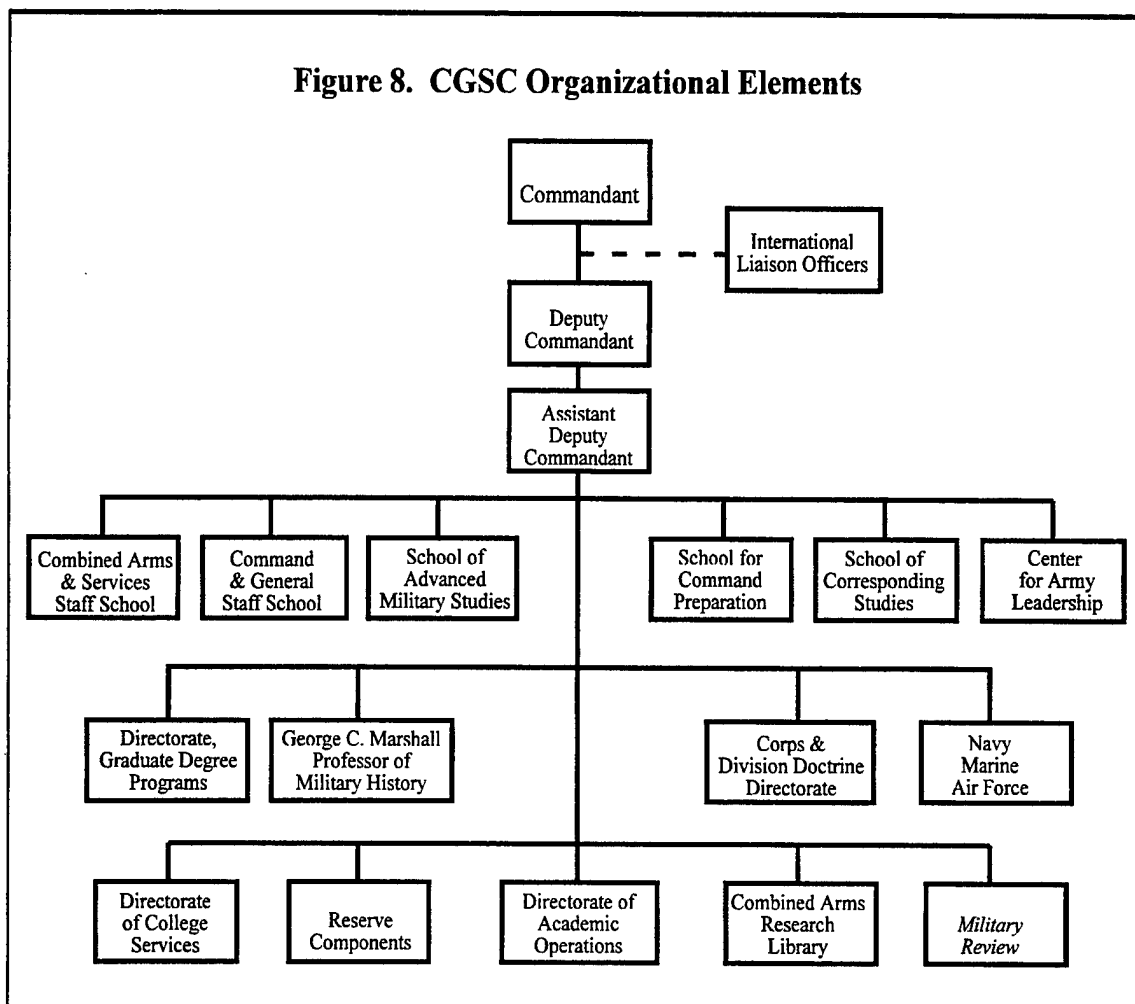
Organization

CGSC is the Army's largest educational institution. It includes the major organizational elements shown in Figure 8.

The College's structure has changed considerably over the past decade. Ten years ago the Deputy Commandant was the immediate supervisor of 13 colonels and one ranking civilian. Generally speaking, the colonels supervised all subordinate activity in a fairly "flat" structure, with close Deputy Commandant participation.

Today, the College is organized in more depth. The Deputy Commandant supervises 11 colonels and 2 civilians, but the deeper vertical organization beneath reflects 10 years' growth in CGSC missions and the offices created to accomplish them. The Deputy Commandant is more heavily involved than before with Department of the Army, Chief of Staff, TRADOC, and CAC projects. Therefore, the day-to-day academic functions of the

Figure 8. CGSC Organizational Elements



College are managed by the school directors, performing roles similar to those of deans at civilian universities. The creation of a school director for the College's "flagship" school (the Command and General Staff School) has added a much needed level of close supervision for this important part of the Army's professional development system. Of great importance is that this officer also serves as the Assistant Deputy Commandant for the College as a whole.

Operations

The Director of Academic Operations oversees the academic support system for the College. Responsibility includes policy and programs related to faculty development, evaluation and standardization, and curriculum affairs.

As the College's largest school, CGSS is composed of offices for curriculum development that work closely with the Directorate of Academic Operations. In recent years, budget cuts have reduced the number of training developers assigned to the College, hindering the College's systematic approach to course development. To counter this reduction, CGSC has developed a 40-hour Author's Course that directly trains faculty to develop courses. The College academic support operation currently is lean, but adequate. However, as the College faces more cuts in funds and manpower, the teaching faculty may have to perform more of the development and support functions currently accomplished at a centralized level. The College currently is examining its academic overview processes to determine ways to strengthen the function within the institution's decision-making structure.

Overall, the current CGSC organizational structure is satisfactory, but the College leadership recognizes that changes will have to be made as the institution downsizes and as resources diminish.

ACADEMICS

Command and General Staff College Faculty

At the beginning of a typical academic year approximately one-third of the CGSC military faculty will be new to their jobs and, likely will serve for three years before being replaced. Although this fluidity keeps the College from losing its connection with and relevance to the field army, it is also true that, in a hierarchial organization, such turmoil creates challenges in faculty and curriculum development. Yet, as mentioned earlier, this turnover is in many ways healthy for the College and the Army. Renewal prevents institutional stagnation and ensures that part of the faculty sent back to the wider Army each year is thoroughly current on doctrine and institutional practices.

To make the most of this dynamic, the College has built a powerful mix of military and civilian faculty with diverse academic backgrounds and other experience. Indeed, the institution goes to great lengths to ensure that instructors are qualified by field experience as well as education for the subject

matter they present because much of the College's several curricula contain military material for which there are no advanced civilian degrees. The College also conducts early training to assist new instructors in building teaching skills, and in recent years, the Command and General Staff School and School of Advanced Military Studies (SAMS) has increased the proportion of experienced civilian faculty despite an overall reduction in budgets. Likewise, the consulting faculty (discussed below), and the associate faculty (Ph.D. holders employed by other agencies), enable the College to extend and enrich its faculty beyond those available within the College departments.

Nonetheless, because of subjects taught, most of the CGSC faculty are Active Components military officers. The College staff manages the annual personnel requisition, each school and department having defined each instructor position according to a number of criteria: experience, service, branch, and military and civilian education. In the fall of the year, the College requests both the stabilizing of some current faculty and the addition of new faculty to offset the next year's anticipated turnover. Both the Commandant and Deputy Commandant become involved with upper-level Army personnel managers for special assistance in areas of particular concern.

The chronic shortage of minority and female faculty, particularly in leadership positions, is one with which Commandants have long been concerned, although the College has not enjoyed great success in acquiring minority and female faculty and directors. But some gains have been made. For example, the current director of CAS³ is a woman, and the current Director of the School of Command Preparation is Black. And a number of members from each minority always can be found among the staff and faculty.

Recruiting military faculty is a considerable challenge for the College because most Army officers prefer operational assignments to educational assignments. Officers realize that promotion and selection for command position rest primarily on assignments with units in the field. Likewise, many minority and females also seek operational assignments instead of faculty assignments.

Structurally, CGSC has not one College faculty but three: those for CAS³, CGSS, and SAMS. The School for Command Preparation is mostly

dependent on CGSS faculty and on guest speakers from the Army at large for all of its instruction. The School also employs a number of qualified contract facilitators to conduct seminars for spouses of field commanders. Similarly, another contractor conducts tactical training exercises and simulations using a skilled staff of retired officers and simulations experts. The School of Corresponding Studies employs a unique faculty of specially qualified Reserve Components officers (many are faculty members in their civilian careers) to evaluate subjective requirements. Otherwise, the school is largely an administrative staff whose courses are written by the three teaching faculties named above.

Based upon a Department's identification of a valid need, the College provides funds to hire civilian faculty, and the hiring actions are conducted by the separate directorates or schools with limited overview from the College. CGSC administration does centralize recruitment and allocation of military faculty between schools and among departments and, to some extent, considers military faculty a transferable resource within the College as need determines.

Faculty Development

Faculty development is a shared responsibility between the College Faculty Development Office and the individual school's teaching department. The College Faculty Development Office teaches new instructors methods of instruction and informs them about College policies and expectations. Each new instructor is required to teach several practice classes in the course of this instruction. Then, each school or department has a program to develop further new instructors in their particular curricula (generally by subject matter seminars) and by requiring new instructors to observe veteran instructors' classes. The Faculty Development Office also teaches course authors methods related to course development. The methods taught are rather formalized, but they are considered essential to prepare new faculty for their duties.

The May 24, 1993, CGSC Bulletin 7 outlines the CGSC Faculty Development Program in detail. The program has four phases: Common Core Training (Phase I), Technical Certification (Phase II), Specialized Training (Phase III), and Professional Development (Phase IV).

Phase I: Common Core Training

Currently, there are two courses in the Phase I CGSC Common Core Training: the CGSC Orientation Course and the CGSC Instructor Preparation Course.

CGSC Orientation Course. The CGSC Orientation Course is a two-hour session designed to acquaint all newly reporting CGSC staff and faculty with the College. This course provides an overview of CGSC and explains how the departments and schools fit into the total College organization. All CGSC faculty and staff must attend this course within 60 days of reporting to CGSC.

CGSC Instructor Preparation Course (IPC). The IPC serves as the basic CGSC faculty certification course. It is a 44-hour mandatory course which provides newly assigned CGSC faculty with the basic instructor knowledge, abilities, and skills. Failure to complete the IPC will disqualify the faculty member for instructor duty until requirements are met.

Phase II: Technical Certification

The technical certification phase of the CGSC Staff and Faculty development program is divided into two basic components: School Core Training and Course/Division/Program Specific Training.

School Core Training (SCT). The SCT centers on the CGSC SCT training objectives provided each January by Academic Operations. School-specific topics, in addition to the objectives, may be included in the SCT. The SCT is mandatory for all CGSC personnel assigned to instructor positions.

Course/Division/Program Specific Training for authors and instructors (A-I). The A-I is specifically designed to prepare the instructor to teach his/her assigned course. Additional training must be completed each time the instructor is assigned to teach a new course or when the course being taught undergoes change. Course length varies by department. Still further training in lesson construction, drafting, and editing occurs when an instructor graduates to the role of course author.

Phase III: Specialized Training

In addition to teaching duties, instructors may also be assigned additional responsibilities that require specialized training. Currently, Phase III training includes the Basic Author's Course (for all schools), the Course Author's Course (each school), and specialized school or content courses.

Basic Author's Course. The Basic Author's Course prepares CGSC staff and faculty to perform assigned course-development responsibilities. Attendees work with the Accountable Instruction System, which provides the framework for course development at CGSC and TRADOC. Attendees take part in exercises that teach the five phases of the Accountable Instruction System, including the products and requirements of each phase of the system. Participants work through the AIS process and develop instructional materials for use in their assigned courses.

Course Author's Course. The Course Author's Course is the second phase of author development and is designed to meet school-specific course-development needs. Each school conducts its own Course Author's Course, as appropriate.

Specialized Course. Schools will also plan and coordinate appropriate travel duty course attendance which contributes to the subject matter expertise of instructors. Schools also plan and coordinate specialized training courses. For example, the Director of CGSS conducts the Academic Counselor and Evaluator (ACE) Course.

Phase IV: CGSC Professional Development Program (PDP)

The CGSC PDP supports the Combined Arms Center's goals of leader-development and training. The CGSC PDP is a multilevel program that builds on and reinforces other CGSC programs. It is designed to address the study of the military profession and to provide assistance to professionals preparing to assume increased responsibilities in the future. The program encourages personnel to make full use of the opportunities available at CAC and CGSC.

The CGSC PDP consists of a variety of conferences and workshops. Specific workshops, professional readings, and in-service programs are provided to meet professional needs identified by CGSC schools and directorates. A recent example of a PDP is the Critical Thinking Workshop that 35 faculty and staff members attended on October 17, 1994.

Periodically, opportunities for participation in award and research programs becomes available to CGSC staff and faculty. These opportunities, such as the Fulbright Scholars Program and the National Endowment for the Humanities Stipend Programs are advertised to the staff and faculty.

The CGSC faculty are also accorded opportunities for recognition. The CGSC Instructor of the Year Program promotes and recognizes excellence in instruction and recognizes the outstanding contributions of CGSC military and civilian instructors.

The Faculty Development Office works with the CGSC Graduate Degree Office, as well as universities and colleges, to offer accessible degree-granting programs to the staff and faculty. Presently, CGSC staff and faculty participate in a Masters of Adult Education Program offered by Kansas State University. Despite rising costs and cutbacks in funding, the College continues to seek ways to enhance faculty development through PDP.

CGSC also has a strong commitment to excellence in the learning that students can expect. CGSC Bulletin 3, *CGSC Student Evaluation, Graduation, and Awards/Honors Policy*, provides guidance concerning student standards. The bulletin requires each school to establish a written policy that includes--

- The grading system.
- Counseling procedures.
- Appeal procedures.
- Examination policy.
- Graduation requirements.

Students also receive a course syllabus and/or advance sheet that clearly lays out expected learning in terms of learning objectives and

evaluation requirements. In CGSS and CAS³, desired learning outcomes are written using terminal and enabling learning objectives that provide tasks, conditions, and standards. A review of any course advance sheet issued by the College affirms a clear statement and a strong commitment to the learning expected of students.

Master of Military Art and Science (MMAS) Program

In 1963 the Commandant (and later Army Chief of Staff, General Harold K. Johnson) directed that the College begin the actions necessary to establish a graduate degree program. The following year the NCA began a formal evaluation process of CGSC and granted candidate affiliation. The College was unable to obtain statutory authority, however, and lost its affiliate status in 1968.

Despite this set-back, the College persisted, and finally, in August 1974, President Richard M. Nixon signed Public Law 93-365 authorizing the granting of the Master of Military Art and Science Degree (MMAS) to qualifying resident students. Full membership was granted to CGSC in 1976, and in 1979 the Association recommended continued accreditation with a comprehensive evaluation in five years. A one-year extension was granted in 1984, to accommodate one of the College's periodic leadership changes, moving the next evaluation to 1985. At that time, the Accreditation Team recommended a 10-year accreditation term.

The NCA required a focused evaluation in the spring of 1988 to evaluate what impact there would be on the traditional MMAS program if the program were extended to the new School of Advanced Military Studies. The Evaluation Team found that both programs were of "comparable vigor, quality, and vitality," and did not call for additional focused evaluations.

Today, the College grants the MMAS Degree for work completed in two of its schools (the Command and General Staff School and the School of Advanced Military Studies) under the auspices of the Director of the Graduate Degree Programs. Coordination with NCA and the American Council on Education ensures that the MMAS program remains responsive to standards and innovations in the field of higher education.

The MMAS Degree Program has proven to be a rigorous and challenging academic endeavor since the first NCA visit in 1962. For admission, the CGSC program requires that candidates possess a baccalaureate degree from an accredited institution, have a record of demonstrated academic ability, and submit an acceptable thesis proposal. Specific CGSC program requirements have always included maintaining a high scholastic average in the resident course (presently a "B" or better in all core and elective courses) as well as passing a comprehensive oral examination covering the entire curriculum before a board of instructors.

The central requirement of CGSC's 10-month MMAS program continues to be submission of an acceptable thesis. In addition to making a contribution to its field of study, the thesis must demonstrate critical and analytical thinking, original investigation using an acceptable research methodology, intellectual control of the subject matter, and accomplished writing. To prepare the student to meet these demands, the program directs three elective courses and a succinct program guide. This added level of graduate study supplements the resident Command and General Staff Officer Course by combining lecture, guest-speaker presentations, round-table discussions, small-group interaction, and written guidance, all to sharpen student's research and analytical skills. The CGSS MMAS program is voluntary.

Students in the School of Advanced Military Studies (SAMS) Advanced Military Studies Program complete a similar regimen, except that the MMAS Degree is a formal part of the program. Students in the Advanced Operational Art Studies Fellowship can and do voluntarily participate in the SAMS MMAS program. Students complete two 40-page monographs instead of a single thesis. The monographs must demonstrate abilities in research and writing similar to those used to prepare an MMAS thesis. Students participate in a final comprehensive oral examination which addresses their monographs in addition to their course work.

Command and General Staff School MMAS Candidates must defend their thesis before their committees before acceptance. The Director of the Graduate Degree Program also receives and reviews all theses before acceptance. Eventually, theses are made available to the Department of

Defense (and others) through the Defense Technical Information Center (DTIC), to visiting scholars through the Combined Arms Research Library (CARL), and to other interested agencies designated by the candidate or his committee. Sister Services Officers normally provide their theses to their respective professional military schools. To date (through 1993), 91 international officers have also completed the MMAS Degree program. A total of 1,185 earned degrees have been awarded between 1964 and 1993. The program has also awarded five honorary degrees, the most recent to Representative Ike Skelton, Member of Congress from the State of Missouri.

A major strength of the College's graduate degree is the Consulting Faculty, whose members are Reserve Components officers with doctoral and professional degrees and who participate in the program under the auspices of the Director of the Graduate Degree Program. These officers, typically university professors in their civilian careers, are invaluable for the varied expertise they contribute to the program. The MMAS Program also draws on members of other Fort Leavenworth agencies (called Associated Faculty) with doctoral or other professional degrees.

Consulting faculty provide additional academic rigor to MMAS Committees and institutional memory to the program. (Some have served as long as 22 years.) During visits to Leavenworth three times a year, they also advise students and review and evaluate their theses submissions. All provide additional access by telephone, fax, modem, letter, or other media.

The Consulting Faculty's role generally is limited to the MMAS program, although in the past a significant number supported other departments for periods of from two to six weeks. In recent years, this aspect of Consulting Faculty work has diminished because of the rapid leadership turnover and reduced budgets. With sufficient resources, however, they could do more to support the College, especially because of their cumulative experience in other institutions of higher learning.

Command and General Staff School (CGSS)

Faculty

Until 1980 the College had only one school, known as CGSS. The Command and General Staff School remains the College's principal school, today employing nearly half of the College faculty (176 teachers for a student body of 1,200). Since 1980 the Staff College has created three new schools, (CAS³, SCP, and SAMS) to address new missions. During this time, however, the CGSS faculty has declined by almost one-quarter while student numbers have risen and held. Despite these changes, CGSS has been able to maintain small-group instruction as its primary instructional approach. Also, as faculty numbers and funds have declined, so has the opportunity for faculty to pursue other activities that maintain expertise in their various fields. That many of the civilian and some of the military faculty do maintain an active research program under these constraints indicates the strength of their individual dedication in the face of diminished support.

Historically, the College has maintained a limited data base on its faculty, although more-detailed information is available through on-file Military Officer Record Briefs. (One outcome of the Self-Study has been an effort to upgrade this management tool.) Data indicate the following levels of primary military staff experience:

- Battalion Level -- 87 percent.
- Brigade Level -- 63 percent.
- Division Level -- 39 percent.
- Corps Level -- 27 percent.
- Joint -- 27 percent.
- Major Command -- 31 percent.
- Executive Officer/S3 --80 percent.

At the same time, the College counted 39 civilian faculty positions as CGSS instructors and College administrators. (Of these, 17 were actually core platform instructors, principally historians in the Combat Studies Institute.) Of these, 85 percent had graduate degrees; 49 percent were at the

Ph.D. level. Some 87 percent had prior teaching experience, and 67 percent had published in some forum.

The typical profile of a CGSC course lesson author (the officer who actually prepares the content of the program of instruction) is "a field grade officer with a master's (or higher) degree, a graduate of the Command and General Staff School, who has one or more year's experience as an instructor." "Subject matter experts" write or assemble the course material for the departmental faculty.

The CGSS core curriculum (not electives) generally is taught to a major subdivision of the school (one-half or one-quarter of the student body at a time) according to the same lesson schedule. That is, on a given day, all students in a subdivision have the same preparation, the same learning objectives, and the same practical work to accomplish. Therefore, each staff-group instructor's freedom of action is somewhat limited by that programming to best meet the assigned learning objectives. While such instruction is highly centralized, it is a natural consequence of the demands of the school's large number of students, instructor turnover, facilities design, and academic calendar.

Faculty workload varies between departments according to the demands of their courses of instruction. For example, the average history instructor teaches 8 hours of core curriculum per week, seeing four 16-student staff groups for two hours each. In contrast, the average tactics instructor will see only 15 or 16 students a week, but will be in the classroom for 25 hours plus overseeing the tactics labs.

In short, by design and necessity, CGSS core instruction is high-volume education. In most of the core instruction, students, supervised by a more-experienced officer, learn by doing. Students, who are deliberately mixed on the basis of experience and skills, bring their own collective experience to bear on the problems the course poses. The instructor is the principal spokesman for the application of doctrine. Elective courses are far more individualized, though some, which have a large volume of students enrolled, resemble small core courses.

Students

The principal course at the Command and General Staff School (CGSS) is the Command and General Staff Officer Course (CGSOC). Most Command and General Staff Officer Course students are mid-career officers (who have from 8 to 12 years service) selected by a Department of the Army board. From 50 percent to 57 percent of an Army officer year group will be selected to attend a resident Command and General Staff Officer course, either at Fort Leavenworth, at a Sister services College, or at a foreign nation's equivalent school. About 100 officers from friendly nations throughout the world attend CGSS each year. And, since the promulgation in the 1980s of joint service standards for Professional Military Education, the number of Sister Services officers attending CGSS has been increased in order to achieve a goal of one sea (Navy or Marine Corps) and one Air Force officer in each CGSS student seminar.

Army CGSS students represent every branch and specialty of the service. As a consequence, incoming students who possess a diverse array of skills and knowledge must contribute to, but also must be accommodated by, the core instruction. Foreign officers attend a 12-day introductory course to familiarize them with the College and the local area. Then, they and all incoming Sister Services and Army special branch officers, such as doctors, dentists, and lawyers, are provided with a short course on Army doctrine to bring them closer to their combat-centered classmates at the College starting line. Other Army officers from nontactical arms, like those of the Adjutant General's Corps, must compensate for their lack of tactical experience through Self-Study and the Fundamentals Booklet provided at the beginning of the year. Student assignment to staff groups is carefully managed to balance skills and experiences so students become additional teaching resources for their peers.

Since the 1985 accreditation visit, the number of female and minority students has increased as a proportion of the whole, just as they have in the military services from which students are drawn. Indeed, minority and female representation in the Command and General Staff Officer Course is far more representative than that of the CGSS faculty (despite the College's efforts to address this imbalance). The demographics of the Academic Year 93-94

Command and General Staff Officer Course student body are shown in Figures 9 through 17.

Figure 9. Service/Country Summary

U.S. Army	947
U.S. Air Force	80
U.S. Marine Corps	20
U.S. Navy	60
U.S. Total	1,107
International Officers	89
Regular Course Officers	1,117
Reserve Components Course	79
Total Population	1,196

Figure 10. Rank Distribution

	Regular U.S.	Reserve Components	Inter- national	Total
BG	0	0	0	0
COL/CAPT	0	0	0	0
LTC/CMDR	17	0	35	52
MAJ/LCDR	836	67	45	948
CPT/LT	175	12	8	195
CIVILIAN	0	0	1	1
Totals	1,028	79	89	1,196

Figure 11. Basic Branch Distribution

	Regular U.S.	Reserve Components	Inter- national	Total
AD	39	1	5	45
AG	39	7	2	48
AN	3	0	0	3
AR	63	6	8	77
AV	88	8	1	97
CH	7	0	0	7
CM	19	0	2	21
DE	3	0	0	3
EN	58	8	8	74
FA	96	8	12	116
FI	11	1	0	12
IN	110	9	41	160
JA	13	0	0	13
MC	7	0	0	7
MI	69	5	2	76
MP	34	2	2	38
MS	18	6	0	24
OD	48	3	0	51
QM	45	7	1	53
SC	56	2	5	63
SF	17	4	0	21
SP	1	0	0	1
TC	22	2	0	24
VC	2	0	0	2
Air Force	80	0	0	80
Marine	20	0	0	20
Navy	60	0	0	60
Totals	1,028	79	89	1,196

Figure 12. Civilian Education

	Regular U.S.	Reserve Component	Inter- national	Total
Doctorate	5	0	0	5
Professional	27	3	0	30
Masters	500	25	0	525
Bachelors	496	51	0	547
Associates	0	0	0	0
HS/GED	0	0	0	0
< HS	0	0	0	0
Totals	1,028	79	0	1,107 *

*Because of the wide variation in educational requirements, we do not compute this for International Officers.

Figure 13. Birthdate Distribution

	Regular U.S.	Reserve Component	Inter- national	Total
Average	36.6	39.4	37.5	37.8
Minimum	31.2	31.2	29.4	30.6
Maximum	51.3	49.9	44.6	48.6

Figure 14.
Sources of Commission
(Regular U.S. Only)

Army ROTC	560
Army OCS	123
PLC/ECP (USMC)	15
AVN Cadet (Navy)	1
DA	38
Navy OCS	37
USAFA	28
Other	3
Navy ROTC	14
Air Force OCS	31
USMA	192
USAF ROTC	24
ARNG	29
USNA	12

Figure 15.
Basic Year Group
Active Duty, Including Other
Service Components

Year Group	Students
1966	1
1973	1
1976	2
1977	4
1978	8
1979	57
1980	187
1981	239
1982	255
1983	175
1984	89
1985	7
1986	3

Figure 16. Miscellaneous Statistics

	Regular U.S.	Reserve Component	Inter- national	Total
CAS ³	851	58	0	909
MEL4	140	0	0	140
Females	87	10	0	97
Males	941	69	89	1,099
Minorities	162	8	63	233
Total	2,181	145	152	2,478

Veterans

SWA Vet	277	6	0	283
Panama Vet	37	1	0	38
Grenada Vet	19	2	0	21
Vietnam Vet	11	5	0	16
Somalia Vet	21	2	0	23
Other Vet	3	0	0	3
Total Vets	368	16	0	384

Figure 17. Demographic Statistics

Country	Students	Country	Students
Albania	1	Argentina	1
Australia	1	Bahrain	1
Bangladesh	1	Belarus	1
Belgium	1	Benin	1
Botswana	1	Brazil	1
Bulgaria	1	Canada	2
Colombia	3	Congo	1
Czech Republic	1	Denmark	1
Ecuador	1	Egypt	2
El Salvador	1	Ethiopia	1
France	1	Germany	2
Ghana	1	Guinea-Bissau	1
Honduras	1	India	1
Israel	1	Italy	2
Jamaica	1	Japan	1
Jordan	2	Kenya	1
Korea	2	Kuwait	2
Lebanon	1	Malawi	1
Malaysia	1	Mali	1
Mongolia	1	Namibia	1
Nepal	1	Netherlands	1
New Zealand	1	Norway	2
Papua New Guinea	1	Philippines	1
Poland	1	Portugal	1
Romania	1	Rwanda	1
Saudia Arabia	5	Senegal	1
Singapore	2	Slovakia	1
Spain	2	Switzerland	2
Taiwan	1	Thailand	5
Tunisia	1	Turkey	1
Uganda	1	United Arab Emirates	2
United Kingdom	2	USA	1,107
Venezuela	1	Zambia	1
Zimbabwe	1		

Organization

CGSS students are organized around staff groups of from 15 to 16 mixed-branch students. The students have a dual chain of command, both parts of which terminate in the Director, CGSS. One part is the student chain

of command. Generally this chain takes care of organizational, administrative, and disciplinary functions. Each staff group has a responsible senior student who is its leader. That student appoints necessary assistants for sports, yearbook, and social events, but he or she is responsible for the staff group. Since the NCA's previous visit, the staff group has been CGSC's primary instructional unit.

CGSS instruction is presented by a rotating faculty of subject matter experts, organized along disciplinary lines. Instructors pass through the staff groups as the course content changes, though a single instructor almost always serves for the duration of a particular course. In the future CGSS will be able to continue small group instruction at the 80 percent level if reductions in faculty are accompanied by corresponding reductions in student load.

Unlike CAS³, CGSS instruction takes place in large classrooms, usually divided by moveable partitions into four staff group areas. The four staff groups are organized as a section. Each section has a student section leader. Five sections are formed into a division. There are four divisions. Each division has a division chief who is responsible to the student "Class President," and a Class Director's Office, for all matters of organization, administration, and discipline. Core course instruction is generally scheduled by division with all 20 staff groups in a division doing approximately the same thing at the same time.

The Class Director's Office is administered by a promotable lieutenant colonel and two lieutenant colonels who assist the Director, CGSS. One lieutenant colonel is responsible for U.S. officers; the other is responsible for the program for foreign officers that includes a number of special activities in which only foreign officers participate. The foreign officers also have their own sponsorship program that links them to military and civilian hosts who help accustom them to the United States. Two civilian sponsors, one from Leavenworth and one from Kansas City, are assigned each foreign officer.

Parallel to the student chain of command is an academic counsellor/evaluator (ACE) chain, formed of experienced faculty members, responsible for both academic advice and general professional supervision or "mentoring"

of the students. Each staff group has an assigned ACE who conducts the opening exercises to help bond the students together as a seminar group. He or she monitors grades and student academic performance and counsels students who fall behind.

ACEs ensure that students assemble their elective program properly, in accordance with College guidelines, and they become involved when students develop personal or professional problems requiring a knowledgeable guide or sympathetic ear. They maintain files on each student and complete each student's academic report at the end of the academic year. The ACEs for a particular division are drawn, where possible, from the same academic department and the department director acts as senior ACE for that division.

Senior ACEs are responsible to the Director CGSS for such matters of discipline and administration as he may assign them when he needs assistance in addressing general problems. The ACEs almost always become very close to their staff groups in the course of the year and participate in their social as well as academic activities.

Performance

In the resident Command and General Staff Officer course, letter grades are used as part of the feedback given to students. Course failure normally leads to remediation. A student required to remediate a course is given the opportunity to repeat course requirements in order to demonstrate an acceptable level of mastery. If the student does so, he or she is allowed to graduate. However, the failing grade is retained as part of the transcript and the student's academic performance report goes forward with the notation that the student's performance was marginal. A "marginal" annotation on a CGSC's student academic report is a serious indicator that usually has negative career implications. (Nonresident students who fail exams are allowed to retake a different version of the exam.)

CGSS graduated over 99 percent of its students in academic years 1991, 1992, and 1993. Of the 23 students who did not complete the Command and General Staff Officer Course during that period, only one was an academic failure. Significantly, the number of CGSOC students choosing to pursue the

voluntary CGSS Master of Military Art and Science Degree has increased steadily since the last accreditation visit. In 1985, 39 MMAS degrees were awarded. By 1993 this number had risen to 108, or approximately 8 percent of the student body even during 4 years of heightened program standards.

Curriculum

The Command and General Staff School teaches the principal course at CGSC--the Command and General Staff Officer Course (CGSOC). CGSS represents the continuity of today's College with its antecedents. Within the broader College mission, CGSS has been charged "to educate selected officers in the values and attitudes of the profession of arms and in the conduct of military operations during peace, conflict, and war with emphasis at corps and division levels." Staff School goals, then, focus on a number of traits or skills deemed desirable in a commander or a general staff officer with emphasis on competence in staff operations, combined arms operations at division and corps levels, and various values and attributes of leadership appropriate for an American officer.

Because of the professional heterogeneity of the student body of the Command and General Staff School, the Command and General Staff Officer Course has been structured to balance a large and expanding core curriculum with an Advanced Applications Program (electives) designed to allow each student to tailor the Leavenworth year to some extent to suit his or her individual requirements. Upon arrival, students are assigned an Area of Concentration (somewhat like a major) according to their branch and professional specialty. There are four Areas of Concentration:

- Combined Arms Operations.
- Combat Service Support.
- Joint/Combined Operations.
- General Military Studies.

A teaching department of the Command and General Staff School is responsible for management of each Area of Concentration and for cross-listing acceptable electives from all departments for student selection.

All regular course students take a 524-contact hour core and all participate in a 112-hour, year-end, computer-based, tactical exercise. The core is strongly focused on practical subject matter. The largest block involves instruction in Army tactical doctrine (197-contact hours--37.5 percent of the core), Logistics (52-contact hours--9.9 percent of the core), Joint and Combined Operations (130 hours--24.8 percent of the core), Evolution of Modern Warfare (72 hours--13.7 percent of the core), and various leadership-related courses (73 hours--13.9 percent of the core).

In addition, each student enrolls in seven electives (27 hours each) in an Advanced Application Program. (Although the College calls these courses electives, students do not have free choice of all seven courses. Their areas of concentration may dictate as many as six of the seven, depending upon their branch or specialty. However, most students' Advanced Applications Programs offer some choice, even within mandated courses.)

In addition to its Advanced Applications Programs, the Command and General Staff School offers selective programs designed to meet Army needs for officers trained in particular skills. These are called Focused Programs and students who complete the requisite courses of study are awarded special skill identifiers used by Army assignments officers to fill designated positions. These Focused Programs fall within the Advanced Applications programs and currently offer skill certification in the fields of Operations, Plans and Training (Area 54), Force Development (Area 50A), Joint Planner (Skill 3H), Historian (Skill 5X), Strategist (Skill 6Z), and Space Operations (3Y). Course requirements vary according to the skill involved.

All courses are evaluated with a letter grade on a scale of A, B, C, and U. The expected grade is B or better. When a student receives a C or lower, the Academic Counsellor Evaluator is notified and he or she becomes involved in determining the nature of the problem and encouraging the student to improve or seek additional instruction. Three grades of C or one grade of U results in the calling of an academic board to offer advice to the Deputy Commandant on additional action necessary either to motivate the student, address his or her academic shortcomings, or separate him or her from the course. The normal action is to recommend some form of remediation as discussed previously. Because of the high quality of students, it is very rare

for a student to be separated for academic failure. Separation for failure to pass the Army physical fitness test or for misconduct is more likely.

Each year since its inception in 1992, the time and resources devoted to Prairie Warrior, as the CGSOC "capstone" exercise is known, has grown. The expansion has not only benefited students, but the Army as a whole. Prairie Warrior is now linked to a major Army Headquarters planning initiative known as the Louisiana Maneuvers--a vehicle for training the Army staff.

Prairie Warrior is a 112-hour, intense learning experience for students. It not only helps put the entire academic year in perspective, but it also gives students first hand knowledge of the automated Battle Command Training Program (BCTP) used to train units in the field. To make room for Prairie Warrior in the curriculum, electives were reduced from 30 hours to 27 hours. The decision to do so was based on the students' need to participate in a major warfighting simulation as part of their College learning experience.

School of Advanced Military Studies (SAMS)

Faculty

The School of Advanced Military Studies is organized on a different model. SAMS faculty consists of a Director (a colonel), normally on a two-year posting; a civilian faculty (currently six civilian Ph.D.s: three historians, one theorist, two political scientists); and four seminar leaders (military officers lead student seminars for one year, then depart).

In the past, seminar leaders have been second-year AOASF Fellows, who are senior lieutenant colonels attending their senior-service College-equivalent course. In 1994-95, however, seminar leaders include one former Fellow (a Marine Corps lieutenant colonel) and three Army lieutenant colonels who are former Advanced Military Studies Program (AMSP) graduates. (AMSP is the principal SAMS course and is taught to recent CGSC graduates and includes courses in military theory, history, tactics, campaign planning, and future operations.) This change in faculty recruitment was imposed to permit a two-year academic program for the Fellowship students, while the College explored the possibility of offering a doctoral degree. Largely for

budgeting reasons, this initiative is on hold. But the Army leadership remains committed to a doctoral program and will continue to seek funding.

The SAMS civilian faculty teach the Fellowship students directly, and the Advanced Military Studies students indirectly, through the seminar leaders. Civilian faculty periodically attend individual AMSP seminars, but the instructional burden is carried by the four seminar leaders. One Ph.D. acts as Director of Fellows as his principal duty, with both academic and administrative tasks to oversee.

Students

Each year the College selects approximately 52 officers from the Command and General Staff Officer Course to attend the Advanced Military Studies Program (AMSP) at the School of Advanced Military Studies (SAMS). In AY 93-94, two officers were selected, as well, from among Army officers assigned to attend Sister Services staff Colleges (Navy Command and Staff College and the Air Command and Staff College). The resident phase of the AMSP course lasts 11 months. It begins two weeks after graduation from the CGSOC and lasts until the end of May the following year.

Selection for AMSP is by a board of colonels from the Command and General Staff School and the Director of Graduate Degree Programs, augmented in the case of sister services officers by the Directors of the sister services offices. Students apply in the fall of the year, and selection is complete by Christmas. The Director of SAMS interviews each applicant, and each applicant takes a written exam. Applicants must also obtain a recommendation from their ACEs (discussed below). The factors the board used in the selection process include the student's--

- Application.
- Assignment records.
- Diagnostic scores of reading and writing skills.
- Required essays from the entry exam.
- CGSC grades that have been recorded to date.

Statistically, AMSP students look very much like their parent CGSS class in age, years of service, advanced degrees, and experience. The board ranks the applicants according to those factors, and the ranking is submitted to the DA for an availability and suitability check (the latter for protected adverse information which could indicate a lack of career potential). The list is then adjusted before its final submission to the Deputy Commandant and Commandant.

The Navy, Air Force, and Marine Corps have agreed to fill one or two AMSP seats a year. Sister services officers must meet the same selection criteria as Army officers. The number of sister services officers who may be selected is limited by their own organization's willingness to support the program. Within CGSC the selection list may be adjusted to ensure a proper balance of branches, both to accommodate requirements for post-schooling assignments and to ensure each student staff group has a breadth of student experience to draw from. Consideration is also given to ensuring minority and female representation in the course. To date, female and minority representations have lagged behind the proportion of the CGSS population from which AMSP students are recruited. The institution has renewed its dedication to doing a better job recruiting qualified AMSP students from the minority and female population of CGSS.

In addition to AMSP students, the School of Advanced Military Studies conducts an Advanced Operational Art Studies Fellowship (AOASF) program for nine lieutenant colonels selected for military education at the Senior War College level. Fellows are about seven years older, on average, than AMSP students and almost always have commanded battalions. Two British officers have attended the Fellowship, and Air Force, Navy, and Marine Corps officers have also been appointed in small numbers. Selection of the Army officers is by Department of the Army selection board. CGSC may sometimes influence selection of specific officers from the general War College list, based on College needs and student desires. Two African-American officers have been Fellows. The first female Fellow is attending this year. Figures 18 and 19 show the demographics of the AY 93-94 SAMS student body.

Figure 18. AMSP Branch Distribution 1983-1994

Branch	AY 83-94	AY 93-94
Infantry	153	13
Field Artillery	55	7
Air Defense	15	1
Special Forces	4	1
Military Intelligence	37	4
Military Police	2	0
Quartermaster	16	2
Ordnance	10	1
Air Force	22	3
Armor	93	9
Aviation	55	5
Engineers	27	3
Adjutant General	1	0
Signal Corps	4	1
Chemical Corps	2	0
Transportation	8	1
Navy	2	0
Marine Corps	13	1

Figure 19. AOASF Branch Distribution 1983-1994

Branch	AY 83-94	AY 93-94
Infantry	14	1
Field Artillery	11	1
Air Defense	5	0
Special Forces	3	0
Military Intelligence	6	0
Military Police	1	0
Quartermaster	3	0
Ordnance	4	0
Marine Corps	4	1
Armor	14	2
Aviation	3	1
Engineers	5	0
Adjutant General	0	0
Signal Corps	5	1
Chemical Corps	0	0
Transportation	0	0
Air Force	4	1
Navy	1	0
United Kingdom	2	1

It should be pointed out that the Fellowship is a two-year assignment away from the field Army and has the reputation of being a far more demanding course than the normal War College program, but with possible risk to career progression. Consequently, it is not uncommon for officers to decline attendance unless they are interested in the educational opportunity the course represents and willing to do the additional work it requires. The assignment of Fellows is thus a three-sided proposition in which Fellows, CGSC, and Army Personnel Managers all take part. The current policy is that all Fellows must be volunteers.

Organization

Advanced Military Studies Program (AMSP) students are organized into seminars which they maintain throughout the year and in which all of their academic instruction takes place. Each seminar has a seminar leader who is instructor, mentor, supervisor, and counselor for all academic instruction. The senior officers in the Fellowship (Advanced Operational Art Studies Fellowship--AOASF) are organized into a fifth seminar with their own leader. The Director of Fellows coordinates the fellowship activities and program. However, unlike the AMSP seminar leaders, the Director of Fellows depends on the permanent academic faculty for most of the Fellowship academic instruction. Seminar leaders and the Director of Fellows are responsible directly to the SAMS Director on all matters of discipline, administration, and academic performance.

Performance

AMSP has graduated 100 percent of its enrolled students. The AMSP students are carefully screened volunteers, so this success rate is hardly surprising. Each AMSP graduate is required to complete two supervised monographs and pass successfully an intensive oral comprehensive examination. To date, all have also received the Master of Military Art and Science Degree.

All members of the Advanced Operational Art Studies Sciences Fellowships are awarded the Military Education Level 1 (War College Graduate) at the end of the first year of their two-year fellowship. Enrollment

in a degree program is not required of Fellows but has been permitted at the request of successive classes of Fellows. An AOASF Fellow who chooses to pursue an MMAS Degree is required to meet the same standards as an AMSP student; he or she must write two supervised monographs and pass a comprehensive exam. To date, 17 Fellows have elected to pursue the Master of Military Art and Science Degree. Since most AOASF Fellows arrive with a graduate degree, and since the number of former AMSP graduates entering AOASF is increasing, this number is unlikely to grow.

Curriculum

The mission of the School of Advanced Military Studies is to educate officers at the graduate level in military art and science with emphasis on planning and executing campaigns at the tactical, operational, and strategic levels of war across the spectrum of conflict in a changing world. As explained above, SAMS has two curricula: The Advanced Military Studies Program (AMSP), and the Advanced Operational Arts and Sciences Fellowship (AOASF).

The AMSP course is a 49-week resident course taught to 52 highly qualified students who have just graduated from the Command and General Staff Officer Course or an equivalent sister services college. Conceptually, the course consists of three parts. The first includes preparatory elements of the CGSOC instruction; the second is the AMSP phase in SAMS; and the third is the post-graduation assignment, under most circumstances, to a division or corps general staff planning position.

AMSP includes courses in theory, tactics, history, campaign planning, and future operations. Student lessons consist of four-contact hour graduate seminars held four days a week. The base for the curriculum is a course titled *The Foundations of Military Theory*, which consists of 48 lessons during which students examine, in-depth, the propositions of various military authors on a variety of theoretical topics. Students have heavy reading assignments, followed by daily seminar discussions.

The theoretical propositions studied in the first course are subsequently tested in practical exercises on tactical dynamics and campaign

and operational planning (55 lessons) and against historical accounts of various campaigns (39 lessons). Students also travel to the Army's Combat Training Centers for substantive orientations, and they take part in a historical "staff ride" focused on the U.S. Civil War Vicksburg Campaign.

The centerpieces of the tactical dynamics and campaign and operational planning courses are interactive war games in which students can see their plans employed in various day-long simulations. These courses directly address the practical skills SAMS graduates will need to successfully perform in their graduation assignments.

The final AMSP course, which centers on Future Operations, encompasses the future of the Army and the student's next assignment. The course involves AMSP students in the College's year-end exercise (Prairie Warrior).

All AMSP students are enrolled in the College's Master of Military Art and Science Program. As indicated earlier, unlike CGSS MMAS students who are required to write a thesis, AMSP students write two comprehensive monographs on topics approved by the Director of SAMS, normally on questions of immediate interest to the Army. Students generally are required to address a tactical subject in their first monograph, and a higher-level problem in the second. Students complete their AMSP year with an oral comprehensive examination, which requires them to demonstrate mastery of the entire AMSP curriculum.

The second course taught at the School for Advanced Military Studies is a senior service College (War College level) course called the Advanced Operational Art Studies Fellowship (AOASF). The Advanced Operational Arts Studies Fellowship provides senior officers to the Army who are educated at the senior service College level and prepared as theater-level planners.

In 1991 the College decided to expand the Fellowship to two academic years leading to a doctorate. The course name was also changed to more accurately fit the course, from the Advanced Operational Studies Fellowship, to the Advanced Operational Arts Studies Fellowship. Preliminary

planning for a doctoral program was undertaken, and permission to proceed was obtained from the Chief of Staff of the Army and the TRADOC Commander. Six Army officers entered in 1993 to pursue a pilot course of studies, and three new Ph.D.s were hired to broaden the school's permanent faculty sufficiently to serve as a base for a doctoral program. Since then, however, newly imposed budget reductions have forced the College to defer further development of this initiative.

In AY 1994-95 there are two groups of AOASF Fellows. The second year Fellows are engaged in a course in applied campaign planning to prepare them for assignment to joint headquarters or major Army Commands. The focus of their academic program is a series of practical exercises in developing campaign plans. In addition, each officer writes a monograph on a topic of his choice and takes a series of academic courses intended to support his next assignment as well as to provide a better understanding of national security strategy problems.

The first year students are engaged in a program similar to the traditional fellowship. They participate in daily seminars accompanied by heavy readings in courses on Military Theory (30 lessons), Campaign Planning Methodologies (5 lessons), Strategic Studies (21 lessons--not offered to AMSP), a Campaign Planning Practicum (8 days), the Historical Evolution of Modern War (25 lessons), and a course on Political Violence and Low-Intensity Conflict (10 lessons). They participate in a "Staff Ride" to Vicksburg and travel to the major regional joint headquarters to become familiar with historical operations. Each first-year fellow writes a monograph, and those wishing to do so may enroll in the MMAS program, wherein they must complete the same requirements as AMSP students.

Combined Arms and Services Staff School (CAS³)

Faculty

The teaching faculty of the Combined Arms and Services Staff School are all military officers. Each officer assigned to CAS³ must hold a Baccalaureate degree and be a graduate of the Command and General Staff Officer Course, or an equivalent sister services college course. During

AY 93-94, 71 percent of the CAS³ faculty possessed graduate-level degrees. Five percent were graduates of or were selected to attend a Senior Services College (War College). Each instructor assigned to CAS³ must be deemed by the Army to be fully qualified in his or her basic Army branch by virtue of experience and assignments. In fact, since its inception, the Army has sought to provide CAS³ a faculty with a large complement of former battalion commanders, lieutenant colonels (from two grades higher and from 7 to 10 years senior in experience to the students), or officers judged to be competitive for battalion command.

The CAS³ faculty is organized into four teaching/authoring committees according to the major subdivisions of the curriculum:

- Leadership and Management.
- Preparation for Combat.
- Staff Techniques.
- Training, Mobilization, and Deployment.

Each committee is chaired by an experienced but nonteaching Committee Chief. The Committee Chief is responsible for instruction (including that of "off-campus" Reserve Components instructors) and for oversight of curriculum design within their areas of competence. All committee chiefs serve as members of the School Curriculum Review Board.

Staff-group leaders, who present the total CAS³ "body of knowledge" to their staff groups, actually write the curriculum. The integrating agency for the curriculum is the school's Curriculum Affairs and Reserve Components (CARC) branch. The Branch Chief chairs the schools Curriculum Review Board, conducts school planning, and provides staff oversight of long- and short-term operations. The branch is also responsible for training new instructors.

Each new faculty member must undergo nearly 30 hours of formal training and a period of internship before being assigned to a staff group. Instructors are expected to master skills associated with group dynamics, problem solving, decision making, physical and spiritual fitness, writing, briefing, after-action review (AAR), and automation. The internship also

allows the new officer to practice instruction and to observe one entire staff-group cycle before leading his or her own staff group. The internship consists of 250.5 classroom hours performing with an experienced staff-group leader. New staff-group leaders are also tested to determine their own knowledge/skill base and are required to develop an individual training plan to address any shortcomings identified. CAS³ possibly has the most rigorous instructor preparation and qualification program in CGSC.

Students

It is the Army's goal to send every captain (who might have from five to eight years in service) to the Combined Arms Services Staff Officer Course at the Combined Arms and Services Staff School (CAS³). CAS³ students attend the eight-week, plus three-day, resident phase in a temporary duty status, either in conjunction with a change in station or from a unit. Officers bear part of the responsibility for assuring that they eventually attend the course and ultimately need to do so to progress in their careers. To attend the resident phase they must complete a nonresident qualifying course, for which they must apply following graduation from their officer advanced course at the end of their branch schooling. In figures assembled on February 28, 1994, there were 4,437 Active Components officers enrolled in the nonresident phase of CAS³; 4,063 Reserve Components officers; and 43 DA civilians for a total of 8,543. A total of 9,007 officers of all components had completed Phase I and were awaiting assignment to Phase II. Of these, 6,145 or about two-thirds were Active Components officers who are eligible for the resident phase (Phase II) at CGSC.

Organization

CAS³ students are organized into all-branch, mixed gender staff groups of 12 captains under the direction of an experienced field grade officer, normally in the grade of lieutenant colonel, who is both their principal, and normally their only, instructor and supervisor. Staff groups work together, play together, exercise together, and do homework together. Indeed it is the mixing of officers of all branches and genders into a small team required to produce a number of staff products daily, under pressure of time, that is the magic of CAS³. For many officers, this course provides the first experience

with officers of different career branches and services. For combat arms officers, it is often the first professional contact with female officers in a work setting. The CAS³ classrooms are designed specifically for small-group instruction, and this approach has been a major factor in the success of the program.

Performance

Virtually all CAS³ students graduate. The course is graded on a pass/fail basis, and each student is evaluated and counseled, on average, 42 times during a course. Much of the student work is evaluated on a collective, or work-group basis, so weak students are identified early and closely coached by staff-group leaders and peers. The few students who are unable to accomplish the course goals generally are permitted to withdraw voluntarily. The institutional goal of CAS³ is to polish the capabilities that an officer brings to the course. Evaluation standards, then, are to some extent individualized by the staff-group leaders according to the student's own capabilities and experiences. Given the immediate and direct relationship between successful course completion and continued employment in a career already marked by success, it is not surprising that all three major resident educational courses graduate almost all entrants. Moreover, both CAS³ and CGSS have a number of institutional safety nets designed to identify student problems early and to help students identify and master areas of weakness.

It is indicative of the value placed on graduates of the CGSC field grade courses (CGSS, CAS³, AMSP, and AOASF) that commanders pay very close attention to ensuring that their commands receive their "fair share" of CGSC graduates each year. And, apart from the factors supporting their success, the Army's sizable investment in each officer's future motivates all parties to minimize failure.

Curriculum

The mission of the Combined Arms and Services Staff School is to train officers in the Active Army and Reserve Components to function as staff officers with the Army in the field. To accomplish this, CAS³ has set four goals for its students:

- That they achieve an improved ability to analyze and solve military problems.
- That they gain improved communications skills.
- That they develop an improved ability to interact and coordinate as a member of a staff.
- That they gain an improved understanding of Army organizations, operations, and procedures.

The object of the CAS³ course is to produce graduates who possess or understand basic staff techniques, have a grasp of the capabilities and limitations of the Army's arms and services, and can use facts and assumptions to visualize future operations and then anticipate and solve potential problems in execution. Therefore, CAS³ deliberately emphasizes process over content--learning how to do things rather than mastering specific body of knowledge. All Army Competitive [Promotion] Category captains are expected to complete the course. Reserve Components officers also must complete the course to establish eligibility for promotion to major. They may do so by correspondence, by attending at Reserve Components School, or by attending the resident course at Fort Leavenworth.

The CAS³ curriculum is divided into two phases. The first is a nonresident, or qualifying, phase that emphasizes necessary knowledge and skills. Phase I is a 136-hour correspondence course designed to bring all CAS³ students to the same starting point and to dispose of those subjects deemed essential for battalion and brigade staff officers that do not require resident instruction. Subjects include Communicative Arts; the Historical Development of Staffs, Staff Skills, Roles, and Relationships; Military Decision Making; Quantitative Skills; Personnel Service Support; Training Management; Fundamentals of Tactical Sustainment; Budget; Reserve Components Mobilization; Staff Leadership and Management; Threat Equipment, Organization, and Operations; Organization of the Army in the Field; and Combined Arms Operations. Mastery is demonstrated by passing a four-hour, mail-in comprehensive exam.

The resident phase of the course consists of 307 resident hours of instruction at Fort Leavenworth. The course's duration is 8 weeks and 3 days. Resident subcourses are scenario-structured, problem-solving exercises. The

various tasks require application of Staff Techniques, Training Management, Leadership, Resource Management, Mobilization and Deployment, Preparation for Combat, and Contingency Operations. The object is to produce a critical thinker. The vehicle for instruction is a group practical exercise followed by a self-critique and a review by the 12-officer group and the staff leader.

CAS³ classroom methodology is unique among Army schools. Since there are no grades, students are evaluated only as having passed or failed. As previously stated, students are evaluated and provided feedback by staff leaders approximately 42 times in the resident phase of the course. Also, staff leaders hold students to different standards depending on the experience and capabilities they bring to the table. That is, more is demanded of better and improved students who enjoy an initial advantage over their classmates. The goal is to make the weak strong and the strong stronger, and constant improvement is the standard. In this endeavor, the roles of the staff group and staff-group leader are integral to the CAS³ method. The staff-group leader, who acts as group mentor and guides the group through the entire resident curriculum, is both supportive and critical, and is a role model for the students. Students are expected to learn from each other by thinking and doing, as well as from the staff-group leader's example and critique. Because of its rigor and demanding pace, students often refer to CAS³ as the "staff officers' ranger course."

CAS³ is currently engaged in revising its curriculum to bring it in line with current doctrine and the realities, complexities, and ambiguities of the post-Cold War world. The revised curriculum will also adopt computer-based simulations to improve the quality of instruction. Simultaneously with the revision of the resident course, CAS³ is revising its Reserve Components course. Both the Active Duty and Reserve Components courses will be completed by the end of 1994.

School for Command Preparation (SCP)

Faculty

As indicated earlier, much of the School for Command Preparation's mission is supported by speakers from other College facilities or from the wider Army hierarchy. The School's internal faculty members are well-qualified by education and experience to perform their missions. All have bachelor's degrees, 75 percent hold advanced degrees, and 88 percent are staff-college-equivalent graduates. Forty-two percent have published articles, and 96 percent have taught before. The Chief of the Spouse Training Division (see curriculum below) is required to hold an advanced degree in Human Psychology or Human Relations. The civilian contractors who support SCP instruction have a combined total of 450 years of active military experience. Over 77 percent hold advanced degrees and one has a Ph.D.

Students

Students of the School for Command Preparation (SCP) attend short functional courses after Department of Army selection for battalion (lieutenant colonel), brigade (colonel), or division (brigadier and major general) command. Attendance is contingent on selection for command, and the courses are narrowly focused.

Organization

The School for Command Preparation was formed in 1990, with the mission to coordinate and conduct pre-command courses at battalion through division levels, for Active and Reserve Components personnel, and for command selectees and spouses. The School conducts a series of instructional programs to accomplish this mission. These are--

- The Battalion/Brigade Pre-Command Course.
- The General Officer Command Course.
- The Tactical Commanders Development Course.
- The Command Team Seminar Program (for spouses).

The Battalion/Brigade Pre-Command Course is attended by all battalion- and brigade-level command designees. Responsibility for pre-command training is shared among parent branches (such as infantry or armor) and Fort Leavenworth. Pre-command training is designed to assist command selectees in their preparation for command by ensuring a common understanding of current doctrine and by providing both new and refresher training in selected functions and duties. The Leavenworth phase of pre-command training is a week-long program covering Army-wide policies and programs, emphasizing leader-development, training, "caring doctrine," and force integration. The Army leadership, including the Army Chief of Staff, Commander, Training and Doctrine Command, and all the Deputy Chiefs of Staff of the Army Staff, come to Fort Leavenworth to brief the command selectees and their wives, who attend the Command Team Seminar Program on Army policies.

The General Officer Command Course is a similar program for newly designated general officer command selectees. The officers of the combined arms (infantry, armor, artillery) remain at Fort Leavenworth for a subsequent week-long course, the Tactical Commanders Development Program (TCDP). TCDP is designed to enhance the officers' ability to synchronize the Battlefield Operating Systems and, thus, concentrate combat power at the decisive point and time on the battlefield. While most pre-command courses are largely informational, the Tactical Commanders Development Program consists of a set of computer-assisted war games and is largely practical.

The Command Team Seminar Program, held in conjunction with the Pre-Command Course and General Officer Command Course, is designed to develop command team (officer and spouse) communication and cooperation as a team working together to resolve typical problems faced by soldiers and their families. It is a mark of the change the Army has undergone that the Command Team Seminar is now attended on occasion by male spouses of female officers selected to command Army units.

School of Corresponding Studies (SOCS)

Faculty

There are two faculty groups at SOCS. The first is the adjunct faculty that evaluates nonresident course subjective requirements. Most nonresident instruction is evaluated through objective examinations, but students are also required to submit original written work. To evaluate these requirements, the School of Corresponding Studies has assembled an adjunct faculty of 247 Reserve Components Officers. All are graduates of the Command and General Staff Officers Course and all have at least a Master's Degree. Fifty-six percent have a master's degree in Business Administration, Education, or Criminal Justice, 35 percent have doctorates or professional degrees.

The second faculty is that which teaches in the Reserve Components schools nation-wide and abroad. Faculty members of the U.S. Army Reserve Forces (USARF) School are trained and certified to instruct by the Command and General Staff College. All instructors have bachelor's degrees, and approximately 50 percent have master's degrees. All Reserve Components instructors must learn the methodology of small-group instruction and verify their subject matter expertise. The U.S. Army Reserve Forces Schools are administered under the U.S. Army Forces Command, not the Command and General Staff College.

Students

The School of Corresponding Studies administers the nonresident program of CGSC. The SOCS student body consists of Active and Reserve Components officers not selected for or unable to attend a resident CGSC course. At any given time, the school will have approximately 25,000 students enrolled in nonresident phases of the Combined Arms Services Staff Officer Course in the nonresident Command and General Staff Officer Course. Nonresident students do not require selection. Each does, however, have threshold entry requirements, usually rank and physical fitness standards. Some nonresident students are educated in U.S. Army Reserve Forces (USARF) Schools which meet at regional locations for monthly weekend and

two-week summer sessions, but most nonresident courses are taken by correspondence. A limited number of Department of the Army Civilians subscribe to the nonresident CGSC courses.

Performance

The completion rate of the School of Corresponding Studies is not as high as that for resident CGSC courses. Officers terminate their enrollment for a variety of reasons. Selection to attend a resident course and termination of Reserve Components affiliation are two of the leading reasons. Moreover, Reserve Components promotion to the grade of lieutenant colonel is pegged at completion of only the first half of CGSOC. Consequently, many Reserve Components officers not destined to become colonels terminate their enrollment at that point simply because of the pressures of time on an already demanding second career.

Curriculum

The School for Corresponding Studies creates no curricula of its own. Rather, it is responsible for administering nonresident courses made up of modules written by, or under the supervision of, the Command and Staff Schools and the Combined Arms Services Staff School. The nonresident courses parallel, as much as possible, the curricula of the resident courses, keeping always in mind that they must be taken in a correspondence form or taught in Reserve Components Schools on weekends, weeknights, or during summer training periods. The School of Corresponding Studies offers nonresident courses in both phases of CAS³ and the nonresident Command and General Staff Officer Course. There is no nonresident equivalent to the two courses offered by the School of Advanced Military Studies.

OTHER PROGRAMS

Civilian Leadership Training Division (CLTD) of the Center for Army Leadership (CAL)

Faculty

There are 20 instructors in the Civilian Leadership Training Division. Two have doctorates, 11 have master's degrees, 6 have bachelor's degrees, and one is partially degreed.

Students

CLTD instructs a somewhat different body of students. CAL is a separate division of the College that answers directly to the Deputy Commandant. CLTD students are civilian Army employees or military field grade officers who supervise civilians. Students are selected by their immediate supervisors based on their job requirements and career progression needs. The program has grown from 160 students in FY 1986 to 1,473 students in FY 1993, with an anticipated student throughput by the end of FY 1994 of 39,851 students. CLTD does not keep statistics on minority or female enrollment, but all are represented in the student body.

Curriculum

CLDT presents a number of courses of instruction to civilian leaders both at Fort Leavenworth and on-site, world-wide. The objective is to provide to civilian leaders a program of sequential and progressive courses throughout their career comparable to that offered the Army's uniformed leadership.

Currently CLTD offers three levels of civilian leadership courses:

- The Intern Leadership Development Course (ILDC) for GS employees, grades 5 through 9 (38 hours).

- A 2-week (120-hour) Leadership Education and Development (LEAD) Course offered in a "Train the Trainer" course to develop LEAD Instructors and a 1-week (40-hour) LEAD Course for first-time supervisors.

- The Organizational Leadership for Executives (OLE) Course for GS 13-15 civilians and Army field grade officers filling key manager positions. The course spans 2 weeks (80.5 hours).

Courses address leadership skills appropriate for each level of experience. The Intern Leadership Development Course, for example, concentrates on understanding of Army policies, communications skills, self-reliance, conflict management, values, ethics, and career potential. The LEAD courses include leadership theory, situational leadership, motivation, counseling skills, group development and team building, problem solving and decision making, and systems theory. The Organizational Leadership for Executives Course elevates the focus to the study of organizations as systems, organizational climate, influential communications, team building and development, leadership self-assessment, and strategic planning.

It is the intention of the College to begin to grant academic credit for course attendance at CLTD courses.

Cooperative (COOP) Degree Program

In addition to the College's own Master of Military Art and Science Program, CGSC sponsors a Cooperative Degree Program for Resident Course Command and General Staff Officer Course students. Cooperative Degree Programs require a residency period at the cooperating university following graduation from CGSC. The Army requires a subsequent utilization assignment in the subject matter area.

Currently, Kansas State University, The University of Missouri at Kansas City, the Florida Institute of Technology, and the University of South Carolina are the four universities participating with CGSC in cooperative degree programs. Degree programs are offered in Adult Education, Organizational Behavior, Comptrollership, Quantitative Analysis, Logistics Management, Contract and Acquisition Management, Material Acquisition

Management, Business Administration, Business Administration in Data Processing, Journalism, and Mass Communications.

SUMMARY

CGSC has developed a comprehensive mission statement demonstrating a clear sense of the institution's several purposes. The detailed, structure-related goals and objectives provide a proven means of accomplishing the given mission and achieving the College's purposes. To promote these outcomes, CGSC has organized an impressive array of resources in an effective academic, administrative, and support structure that has proven both durable and flexible in the face of considerable national and international pressures for change. Its strong academic programs including its unique master's degree program, remain central among the College's priorities.

CHAPTER 3: CGSC AND THE GENERAL INSTITUTIONAL REQUIREMENTS

Because CGSC in some ways does not conform to the institutional models common among civilian colleges and universities, NCA Self-Study general institutional requirements sometimes apply less precisely than might normally be expected. In every case CGSC has sought to comply as much as possible with the intent of the GIR.

GENERAL INSTITUTIONAL REQUIREMENTS

Requirement 1

The College has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

The Command and General Staff College has a clear mission, consistent with the needs of the nation, the Department of Defense, and the Army. The College's mission is to educate leaders in the values and practice of the profession of arms, to act as the executive agent for the Army's Leader Development Program, to develop doctrine that guides the Army, and to promote and support the advancement of military art and science. This mission statement has been formally adopted by all appropriate levels in the Army's chain of command (CGSC's formal governing board). The College's mission statement is public information, open and available to all who are interested.

The College contributes greatly to the educational and doctrinal foundation of the Army. Lieutenant General David Palmer, retired, former Superintendent of West Point and Deputy Commandant, CGSC, called this College the cultural center of the Army. For most of the student body, their year at Leavenworth will be the last formal education in the values and practice of the profession of arms.

Leader development is another key ingredient in the College's curriculum. Because the Command and General Staff College prepares officers for their next three or four assignments (all leader positions in one form or another), it is appropriate for the College to be the executive agent for the Army's Leader Development Program. The College also is directly involved in the development of Army doctrine. This mission is consistent with the philosophy of General William Richardson, past TRADOC Commander and former Commandant of the Command and General Staff College, who said, "Those who teach doctrine should write doctrine." Finally, if the College is the cultural center of the Army, and if its faculty writes Army doctrine, then it is necessary for the College to promote and support the advancement of military art and science.

As established earlier, the College has an Advisory Committee with membership from other institutions of higher education. Its members also recognize the College as an institution of higher education with a mission appropriate to its purposes.

Requirement 2

The College is a degree-granting institution.

The Congress of the United States authorized the Command and General Staff College to offer a Master of Military Art and Science (MMAS) Degree in 1974, through Public Law 93-365, signed into law by President Richard Nixon in 1974. The College has granted 1,756 MMAS degrees in the ensuing 20 years, with 71 awarded in 1994.

Requirement 3

The College has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

In 1947, the Command and General Staff College was established by Section I, War Department General Order 41, and on June 22, 1973, was assigned to TRADOC on July 1, 1973, per Continental Army Command

(CONARC) General Order 356. The College operates according to current Army regulations, TRADOC regulations, and specific Congressional and Department of the Army requirements.

Requirement 4

The College has legal documents to confirm its status: not-for-profit, for-profit, or public.

The Command and General Staff College is owned and operated by the U.S. Government as part of the Army educational system. It does not truly fit into any of the above categories; that is, it is public in the sense that public funds support it. However, its student body is drawn solely from the Army's officer pool, the sister services, and selected international officers representing foreign military establishments, and therefore, enrollment eligibility is not open to the American public at large.

Requirement 5

The College has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

The Command and General Staff College is organized and governed according to public law and Army regulations that specify overall requirements for the military education of midcareer officers. The ultimate governing board is the Congress, followed by the Army chain of command from the Army Chief of Staff through the Commander, TRADOC to the Commander, Combined Arms Center, who is also the CGSC Commandant. In the area of joint professional education, the policies and exercise of legal power to establish and review basic policies extend to the Chairman, Joint Chiefs of Staff.

The College is also subject to influence from the Secretary of the Army and the U.S. Congress. Congress initially authorized the College to offer a Master of Military Arts and Science degree in 1974. Since then, Congress has been involved with the College on a number of occasions. As a

result of the Goldwater-Nichols Act, Congress is involved in the increased emphasis on the program for joint education, which prepares officers for command and staff positions with other services. Congress also is involved in a number of studies to enhance officer education at the intermediate level (military education level 4) for Reserve Components Officers. There is also Congressional involvement in reviewing the consistency of military education across the intermediate service schools (Army, Navy, Air Force, and Marines).

The Secretary of the Army receives direct input from the Command and General Staff College Advisory Committee. This committee, whose members are distinguished educators from other accredited institutions of higher education, meet with the College leadership annually. Their findings are submitted directly to the Secretary of the Army as well as CGSC leaders, and receive careful consideration in the College decision-making process.

Requirement 6

The College governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The Army chain of command can be viewed as the administration and ownership of the College, and can be compared to a board of regents. Unlike a board of regents, the Army chain of command has many levels, specifically the Commander, Combined Arms Center, who is the commandant of the College; the Commander, TRADOC; and the Chief of Staff, U. S. Army. Its charter comes directly from the Congress of the United States.

Indirectly, the College also receives the scrutiny of visiting field commanders. Army commanders, from four-star level down to battalion command, have a vested interest in the products of this institution (students, returning instructors, training materials, and doctrine). Their responses to CGSC's products provide a continuous assessment of the College's general direction, specific programs, and overall success. The constant flow of GOS and senior-level leaders coming to the College enhances the quality of education the students receive.

The Advisory Committee includes members from accredited public institutions of higher education. This group, chartered by the Secretary of the Army, is completely independent from the College administration. Its findings are not only important, but are carefully considered by all levels of the chain of command.

Although Consulting Faculty members are not a board, their input is vigorous. As Army Reservists with full-time positions in higher education or other professions, they serve as members of Master of Military Art and Science theses committees, and offer diverse knowledge and experience to enhance the College's educational programs.

Requirement 7

The College has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Commandant of the College is also the Commander, Combined Arms Center and Fort Leavenworth, and the Deputy Commanding General for Combined Arms, Training and Doctrine Command. Therefore, the executive officer of the College for day-to-day operations is the Deputy Commandant. He is assigned to the College by the top leadership of the Army chain of command, and is the Deputy Commandant.

The specific duties of the Deputy Commandant are to direct and supervise the operations and administration of the College and to advise the Commandant on all matters pertaining to the College. The Deputy Commandant directs the affairs of the College within broad policy guidance, supervises the execution of regulations suitable to the College, and directly supervises the directors of the five schools in the College and the directors of associated and support organizations.

Requirement 8

The College governing board authorizes the institution's affiliation with the Commission.

The Command and General Staff College initially applied for accreditation from the North Central Association of Colleges and Schools a short time after Congress authorized the College, with the full approval of the Army chain of command, to confer the Master of Military Art and Science Degree. Initially, the College was granted a five-year term as an affiliated institution in 1976 and again in 1980. The College received its first 10-year term in 1985. Hence, the "governing board" of the Command and General Staff College has supported CGSC affiliation with the North Central Association of Colleges and Schools for 20 years.

Requirement 9

The College employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

The faculties of the Command and General Staff College are, for the most part, qualified not just by the degrees they hold, but by their experiences in the armed forces. Although approximately two-thirds or more hold advanced degrees (most at the master's level), they are also variously qualified by both military education level (being either a CGSC-level graduate or an AMSP graduate for SAMS) and military experience to teach junior and less-experienced officers in the subject matter for which they are responsible. Civilian faculty, hired to teach the more conventional academic subjects in CGSS, hold graduate degrees, generally at the Ph.D. or "ABD" level. To support the CGSS MMAS Program, the Director of the Graduate Degree Program has created a Consulting Faculty of Reserve officers with doctorates and advanced professional degrees to supplement Ph.D. holders in the CGSC faculty (and in other local organizations). By program rule, every MMAS thesis committee includes at least one member with a doctoral degree.

Requirement 10

A sufficient number of the faculty are full-time employees of the institution.

With few exceptions, CGSC's teaching faculty are full-time employees, either military officers assigned to the College or full-time government civilian employees. The exceptions are contractor personnel who are employed in the School of Command Preparation according to its student cycles, Coop Degree Instructors (who are assigned by accredited civilian institutions), and the consulting or associate faculties employed to ensure doctoral-level advisors in the thesis requirement of the Master of Military Art and Science degree. The School for Corresponding Studies has an adjunct faculty employed as part of the Army's Reserve Officer Program. Each faculty body is described more fully in other parts of this report.

Requirement 11

The College faculty has a significant role in developing and evaluating all of the institution's educational programs.

The role of the faculty in development and evaluation of education programs varies among CGSC's five schools. In CAS³ and SAMS, for example, the faculty has a defining role both in the broad sense and in the detail of the program. The effort is largely collective for CAS³ and individual for SAMS, but there is no question that the faculty is involved in a decisive and continuous manner.

In the School for Command Preparation, the College faculty and Army leadership (Chief of Staff, Deputy Chiefs of Staff) share in evaluation of the school's courses and programs. Because the school trains battalion and brigade commanders, spouses, and general officers, the curriculum content is routinely reviewed and changed in accordance with current policy and changes in the Army community.

In the case of the Command and General Staff School (CGSS) resident and nonresident core instruction, major curricular decisions are

usually made by senior faculty, Department Directors, and the School Director. However, once these decisions are made, the entire faculty is decisively involved developing the course's scope, refining course learning objectives, and preparing learning materials. In many instances, the faculty recommends changes to courses, or the addition of new courses, through the medium of the two-part review process the school employs--the Post-Instructional Conferences and the Curriculum Design Reviews. In these formal critiques held for the School Director, course authors present the rationale for all course changes, deletions, and additions.

In the case of CGSS electives, course offerings and content are more individualized and, therefore, the faculty has more control over course design and content. From time to time, College leadership will direct that certain electives be created based on perceived need or guidance from higher headquarters. The Deputy Commandant also has a significant role in developing all aspects of the College's education programs. He meets often with directors and faculty to obtain feedback used to make decisions concerning curriculum development and support for the various educational programs.

Requirement 12

The College confers degrees.

The Command and General Staff College confers MMAS degrees to approximately 100 graduates of the resident Command and General Staff Officer Course each year and to all graduates of the School of Advanced Military Studies, Advanced Military Studies Program, as well as some Advanced Operational Arts Fellowship students. Authority to grant this degree was placed in federal public law in 1974 and the institution has been continuously accredited by the North Central Association since 1976.

Requirement 13

The College has degree programs in operation, with students enrolled in them.

The Command and General Staff College has one degree program that involves two similar paths to the degree and two student bodies. The MMAS program has prospered for almost two decades as an accredited graduate-degree program, with approximately 100 and 50 enrollees annually in CGSS and SAMS. The balance of the College's student population are nondegree students, but many apply CGSC graduate credit toward other master's degree programs.

Requirement 14

The College's degree programs are compatible with the institutions's mission and are based on recognized fields of study at the higher education level.

The MMAS degree is compatible with the institution's assigned and internally derived purposes as part of the Army's Professional Military Education structure. CGSC's curriculum is highly developed, unique to the military, and, can be found in no other comparable military school in the United States. Many courses, however, (regional studies, history offerings, military theory, and management studies) may be compared to those of parallel civilian courses.

Requirement 15

The College's degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

The MMAS degree is appropriately named to denote the breath and depth of the discipline embraced. It is consistent in its intensive, 10-month academic program, its thesis or double- monograph requirement, and its oral

comprehensive examinations with master's degree programs in civilian institutions.

Requirement 16

The College's undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and are designed to ensure breadth of knowledge and to promote intellectual inquiry.

The Command and General Staff College does not offer undergraduate degree programs; therefore, this GIR is not applicable.

Requirement 17

It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational program.

College admission policies are set by the Department of the Army and are consistent with the needs of the service, federal statute, and the College graduate degree program. The primary regulation is Army Regulation 351-1, *Individual Military Education and Training*.

This document provides formal guidelines for student selection as well as for the practices by which CGSC informs selectees, before arrival, of the steps they must take in matriculating to the College.

Requirement 18

The College provides its students access to those learning resources and support services requisite for its degree programs.

The Command and General Staff College's resources are among the best to be found for any military institution. Particularly noteworthy is the Combined Arms Research Library with of its extensive student services and technical support. Also, CGSC's well-equipped classrooms include computers, closed circuit TV video, and other media. In addition, students are provided

with the majority of their texts and other course materials. All resident course students attend classes full time as their only military duty. They are paid and provided with the normal benefits earned by active duty Army officers. The environments at the College, Fort Leavenworth, and the Leavenworth community (for those who live off-post) are exceptional. The sense of community among families of CGSC students probably is comparable to that of most civilian graduate institutions.

Requirement 19

The College has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The Combined Arms Center (CAC) Internal Review and Audit Compliance (IRAC) office conducts periodic audits focused on particular aspects of CAC operations post-wide. IRAC coordinates audits by external audit organizations and monitors all actions related to correcting problems identified in audit reports. These audits include those conducted by the U.S. Army Audit Agency (AAA) and, occasionally, by the U.S. General Accounting Office (GAO). The AAA conducts audits in the following categories: Acquisition, Research, and Development; Intelligence and Security; Manpower, Health, and Reserve Affairs; Installations, Environment, and Civil Works; Financial; and Logistical. Financial audits typically will focus on specific operations such as financial internal controls, management of travel advances, temporary duty travel, and the Defense Business Operations Fund.

The Combined Arms Center (CAC) Deputy Chief of Staff for Resource Management (DCSRM) administers the Army Authorization Documents System Program and maintains control of funds in accordance with Army Regulation 37-1, *Army Accounting and Fund Control*. DCSRM performs continuing review to ensure fiscal limitations, ceilings, and targets are not exceeded without proper authority. These reviews are formalized twice per fiscal year during the Command Operating Budget formulation and the Mid-Year Review.

In 1989, under the direction of DCSRM, the Combined Arms Center consolidated financial support and analysis at the installation level.

CGSC provides a Resource Management officer (RMO--an Army Major with Comptroller specialty) as liaison with DCSRM and CGSC directorates. DCSRM reports the monthly status of expenditures and accounting to the CGSC directorates via the RMO.

From time to time, Military Inspectors General also conduct reviews of programs conducted by the College. In 1992, the Department of Defense Inspector General's Office conducted a review of the CGSC Joint Professional Military Education Program. And, during October 1994, the TRADOC Inspector General reviewed instructor qualifications in the College.

Requirement 20

The College's financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

CGSC records funds committed to support educational programs using the Army's Standard Installation Budget System (SIBS). SIBS accounts for transactions by Element of Resource (EOR) to track expenses for Labor, Travel, Contracts, Supplies and Equipment, and Printing. The Combined Arms Center, DCSRM, manages the SIBS system for CGSC and all other agencies at Fort Leavenworth. Both CAC and CGSC record commitments to spend money using the SIBS, which, in turn, reports to the Standard Financial System (STANFINS). STANFINS tracks expenditures through obligation of funds. STANFINS becomes the Army's official record of expenditures.

Requirement 21

The College's financial practices, records, and reports demonstrate fiscal viability.

CGSC operates its budget on a cash basis and incurs no debt. Congress appropriates money yearly to CGSC via the Department of the Army, Training and Doctrine Command, and the Combined Arms Center. CGSC conducts its budget formulation after receiving Budget and Manpower Guidance (BMG) from TRADOC and CAC.

CGSC successfully closed out FY 1994 with a 98.1 percent obligation rate of the entire operating budget. Unspent budget dollars, available after the CAC cutoff date (September 1, 1993), were transferred to CAC DCSR for last-minute execution. CAC and Fort Leavenworth enjoyed a 99.99 percent obligation rate. The College's operating budget for FY 1994 included the following.

Budget Category:	Expended:
Labor	\$10,124,000
Travel	2,158,900
Contracts	4,327,700
Supply/Equipment	2,942,700
Printing	2,000,100
Other (Shipping, Rental)	<u>135,200</u>
Total	\$21,688,600

Labor dollars reflect civilian salaries only; military faculty and staff salaries are provided below.

<u>Grade</u>	<u>Quantity</u>	<u>Average Salary</u>	<u>Total</u>
LTG	1	\$111.7	\$111.7
BG	1	91.8	91.8
COL	22	77.8	1,711.6
LTC	216	66.3	14,320.8
MAJ	181	54.2	9,810.2
CPT	8	48.6	388.8
WO5	1	55.2	55.2
SGM	1	48.0	48.0
MSG	2	38.2	76.4
SFC	5	33.3	166.5
SSG	19	29.6	562.4
SGT	18	25.6	460.8
SPC	16	22.3	356.8
PFC	6	19.7	118.2
	497	\$722.3	\$28,279.2

Average salary includes base pay, housing, and basic allowance for subsistence (or separate rations). It does not include any other estimated benefits. When all costs are totaled to include custodial and utilities, the Army's investment in CGSC is over \$63,000,000 a year. This figure does not include the salaries for resident and nonresident students and the nonresident faculty.

Requirement 22

The College catalog or other official documents includes its mission statement along with accurate descriptions of the following:

- Educational programs and degree requirements.
- Learning resources.
- Admissions policies and practices.
- Academic and nonacademic policies and procedures that directly affect students.
- Charges and refund policies.
- Academic credentials of its faculty and administrators.

The catalog for the Command and General Staff College (also known as CGSC Circular 351-1) describes the College's mission, functions, and educational philosophy. It outlines courses for all five schools and provides necessary academic and administrative information. It lists the credentials of the faculty and key College leadership and provides basic information on educational support activities such as the data services center, Combined Arms Research Library, language laboratory, and book store. The catalog also describes extracurricular activities available in the College.

Because CGSC is an Army agency, admission policies are a matter of Army regulations. Charges and refunds are not an issue for the College. However, policies and practices are addressed in the catalog or the Student Handbook. The Army is most thorough in providing regulations, policies, and memoranda to all students.

Requirement 23

The College accurately discloses its standing with accrediting bodies with which it is affiliated.

The catalog and other documents clearly disclose the College's affiliation with the North Central Association and the military joint education accreditation process.

Requirement 24

The College makes available upon request information that accurately describes its financial condition.

Under the Freedom of Information Act, any of the financial documents mentioned in GIRs 19, 20, and 21 are open to the public.

SUMMARY

CGSC meets all pertinent General Instructional Requirements. Its special nature as a military graduate school dictates a few variations from the responses typical among civilian institutions, but the Army and the College clearly and fully address the threshold specifications for an accredited institution.

CHAPTER 4: CGSC AND THE FIVE ACCREDITATION CRITERIA

This Chapter evaluates the Command and General Staff College in its relationship to the five NCA accreditation criteria. While patterns of evidence will be presented and discussed, Chapter Five will focus on the findings (both strengths and areas of concern) pinpointed by the overall Self-Study process.

THE CRITERIA

Criterion 1

The institution has clear, and publicly stated, purposes that are consistent with its mission and appropriate to an institution of higher education.

Patterns of Evidence:

1. Long- and short-range institutional and educational goals.

The Command and General Staff College has a clearly stated mission with subordinate goals and objectives. The mission is consistent with the stated purpose of the institution and meets the needs of the Army and the larger defense community. Although from time to time the mission is restated to fit the Army's changing missions, the institution's purpose does not change--to serve the needs of the Army and to provide the nation with leaders prepared to serve the common defense.

External assessments of CGSC students show that the College is preparing its graduates according to its mission. A major assessment was conducted in 1985 (as part of that year's NCA Self-Study). Since then the College has conducted numerous other surveys, interviews, and video teleconferences with graduates and supervisors from all levels of the Army. The CGSC Office of Evaluation and Standardization retains the results of these

surveys and supporting instruments. All indicate that the College is meeting its important educational goals.

In 1992, in addition to its received missions, the College underwent a major assessment of its missions and goals in which a large portion of the institutional leadership participated. The objective of this analysis was to articulate and rank the derived or implied purposes inherent in the institution's larger goals and missions in light of current Army needs. The "Missions, Goals, and Objectives" that resulted, also known as the CGSC Azimuth, was an important step for the College as it laid the foundation for downsizing and future planning.

2. Processes, involving the College's constituencies, through which the institution evaluates its purpose.

The processes through which the College evaluates its purpose range from formal to informal. There is significant input from surveys, informal feedback from returning graduates, formal and informal feedback from commanders in the field (from battalion to four-star level), the chain of command, Joint Chiefs Staff, and on occasion, Congress. The challenge is to put all these perceptions into proper perspective. The College's operations are always subject to review to better serve commanders, former commanders, graduates, and at times, inquiring congressmen and senators. As with all institutions of higher education, the constituent's views sometimes are colored by an established agenda. Nonetheless, the College sends well-qualified graduates to every echelon in the Armed Forces, from Army battalions to the Joint Staff. To date, constituents agree the College is meeting their needs.

Because of CGSC's influential and unique place in the Army, the College also evaluates its missions and purposes through incidental feedback from visiting Army leaders. For example, each month as part of the College's Pre-Command Course, the Army Chief of Staff and many of his principal staff officers visit the College. Likewise, field commanders routinely visit to participate in various educational and warfighting-related conferences and programs. During these visits, senior Army leaders meet with the Commandant, Deputy Commandant, and members of the faculty and staff to discuss college programs and to provide feedback.

The college routinely surveys leaders in the field, former students, and faculty members to gain assessment of the adequacy of the Leavenworth experience from the standpoint of graduates and their leaders. The major surveys, conducted in 1985, 1987, 1990, 1992, and 1994, have provided highly positive results. In addition, during the Academic year there are a variety of means for students to express their views on the effectiveness of the various programs, either specifically or in general. Many avail themselves of this opportunity, as do the faculty councils who often spontaneously raise a constituency's concerns.

3. Decision-making processes that are appropriate to the College's stated missions and purposes.

Chapter 2 (under Governance) details the formal CGSC decision-making process. It highlights the processes of the chain of command as well as of the many committees, councils, and advisory groups involved in the institution's decision-making process. In addition to that formal structure, both faculty and students have formal and informal roles in decision making.

Faculty and Decision Making

Faculty develop and execute the curricula of the five schools and serve on a variety of institutional and faculty committees such as the faculty council formed to assist in administration and policy development. Faculty also frequently meet with the Deputy Commandant and other leaders to discuss issues related to academic programs and college operations.

Within CGSS, faculty provide valuable input to the decision-making process through the Academic Counselor/Evaluator (ACE) Program. Seventy-six members of the faculty serve as ACEs and are the principal advisors and counselors for students in each staff group. Because of their unique relationship with students, ACEs periodically meet with the Deputy Commandant, Director of CGSS, and academic department directors to provide insights and feedback on student performance, the curriculum, and general academic policy.

Faculty also directly influence course design and development decisions through post-instructional conferences and curriculum-design reviews. These key decision briefings are held at the conclusion of every course taught in the CGSOC. During these meetings, course authors and other members of the faculty make recommendations to the Director of CGSS on changes needed for course improvement. Since all academic department directors also attend these key decision forums, the dialogue that takes place enhances cross-departmental understanding of the curriculum and inter-departmental cooperation.

Students and Decision Making

Students provide both formal and informal input to the CGSC decision-making process. Formal feedback is obtained through student surveys which the Directorate of Academic Operations (DAO) administers at the end of each course. In these surveys, students are given the opportunity to answer specific questions and provide written comments concerning the curriculum and its execution. When appropriate, DAO also includes questions related to accreditation of the College's Program for Joint Education. The DAO provides survey results to the Deputy Commandant, directors, faculty, and the students.

To administer the CGSS survey system, the college each year, forms a Student Survey Committee that provides interface between the student body and the faculty in matters of academic interest. The committee functions under the overall guidance of the Director of Academic Operations and operates under the direct supervision of the Evaluation and Standardization Division. It is composed of one U.S. regular course student per section. The members provide information and assistance in support of the curriculum-evaluation process, and they periodically meet with the Director of Academic Operations and the Director of CGSS to discuss student perceptions and recommendations concerning the curriculum.

CGSS also uses Student Comment Sheets that allow students to submit comments on any subject to any member of the faculty and staff. The Deputy Commandant and Director of CGSS review each comment sheet and its written reply.

Nonresident students can also recommend course improvements and influence curriculum changes. They complete CGSC Form 308, *Access Survey Answer Sheet*, and various surveys on the quality of services provided. These documents are reviewed by the School of Corresponding Studies, forwarded to Academic Operations, and provided to the academic departments as part of their decision-making process.

On an informal basis, the Deputy Commandant and Director of CGSS hold "brown bag lunches" with students throughout the year. During these lunches, students provide candid comments and observations that impact curriculum development and classroom execution.

Finally, the Director of CGSS invites the Class President and Vice President to participate in course post-instructional conferences.

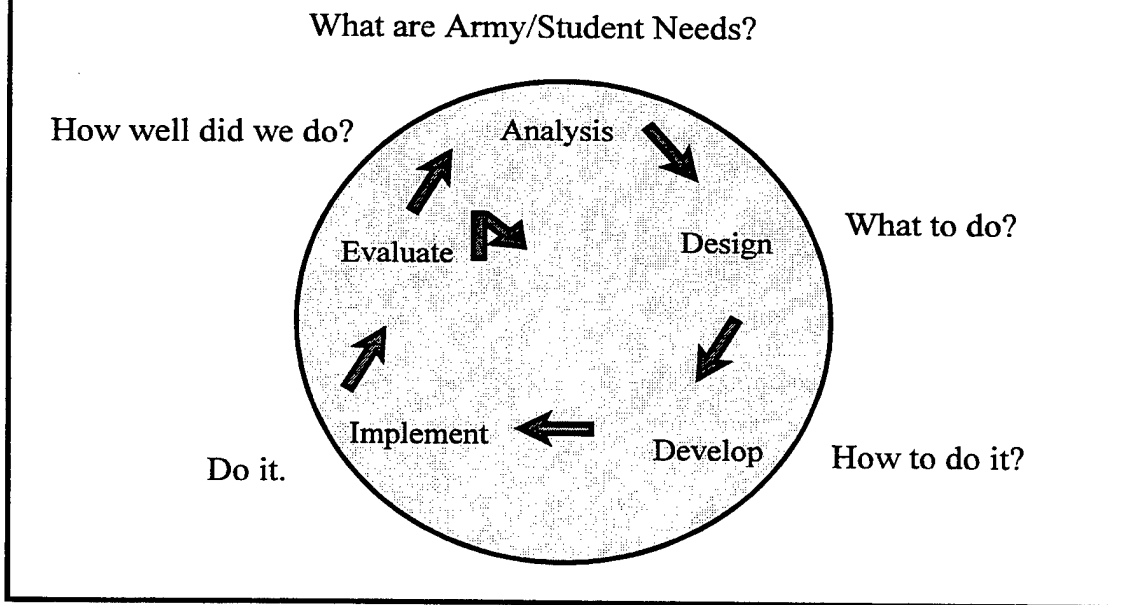
The College Curriculum Decision-Making System.

In 1979, the College developed the CGSC Accountable Instructional System (AIS) to add rigor to the curriculum-development decision-making process. The CGSC AIS is a modification of the instructional system process developed by Florida State University and adopted by the Army (Figure 20). An explanation of AIS is in CGSC Bulletin 4 and the *CGSC Author's Handbook*. Over the years the AIS has provided an excellent framework for decision making, particularly during times of heavy turnover of key personnel.

4. The level of understanding of the College's stated purposes that is held by its institutional constituencies.

The stated purposes are laid out in Army regulation, the College Catalog, and guidance from the Chairman of the Joint Chiefs of Staff (JCS). The state of the College's compliance with the latter is verified by periodic accreditation visits with the report going to the Chairman, JCS. The Chairman is responsible for formulating policies concerning both Joint and Professional Military Education.

**Figure 20. The Accountable Instructional System
Five-Phased Process**



How the rest of the Army understands the College's stated purposes primarily depends on the fact that all officers in the Army pass through the College from one to five times in their military career. Thus, the Army is generally informed by experience, but individual visions depend on the particular experiences of individual officers. Likewise, Army leadership is kept well-aware of the institution's purposes by the formal and informal briefings they receive during their many visits.

In recent years, CGSC has become a major center for hosting seminars and conferences related to military operations. Visitors from all over the world come to the College to study and discuss doctrine and operational concepts, thus gaining an understanding of the institution and its stated purposes. The Department of Defense sends periodic reports to Congress to keep it informed on the College's purposes and performance. Also from time to time, CGSC Deputy Commandants testify before Congressional panels concerning College operations (most recently in 1992).

5. Efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures.

CGSC's public can be defined primarily as the Army community, which includes the entire defense structure, as well as local civilian communities. For that public, CGSC has an excellent program to keep its constituencies well-informed concerning its goals and programs. Each year, the College publishes a comprehensive catalog that describes all programs and activities for the coming year. The annual planning guidance also consolidates into one document plans for the following academic year. Both documents are provided to all who are interested.

Many College programs, although military in nature, impact the overall local community, including the Cities of Leavenworth and Lansing and Kansas City metropolitan areas. Consequently, both CGSC and the entire Fort Leavenworth community reaches out to local schools, colleges, and civic organizations and includes them in various College formal and informal activities. For example, on May 2-3, 1994, CGSC hosted a visit by the President of Southwest Missouri State University and five members of his staff.

One of the most successful outreach programs is the CGSC International Officer Sponsor Program. This program allows local civilians to sponsor international officers and families during their year-long stay at the College. These sponsors participate in many College activities that develop an awareness of the College's educational goals and programs.

The College also uses its professional publications to keep its public informed. The CGSC Press and *Military Review* are means through which the members of the Armed Forces and others gain an appreciation of the importance of CGSC to the Army and its promotion of military art and science. For example, after Brigadier General John E. Miller led the major revision of the CGSOC curriculum in 1990, *Military Review* published an article in January 1991 that described the changes and the revisions to course goals and objectives.

In the past two years, CGSC also has formed an alumni association. Former Army Chief of Staff Carl Vuono is its chairman and is leading this important initiative. Once the association is established, it will serve as an excellent means of keeping active duty and retired graduates informed about educational goals and other College activities.

6. Support for freedom of inquiry for faculty and students.

CGSC has a long tradition of dedication to the principles of academic freedom. It is the policy of the College to maintain and encourage full freedom of inquiry, teaching, and research. In exercising this freedom, faculty and students have the privilege of presenting their ideas and thoughts without restraint. However, the principle of academic freedom at CGSC is bound by the equally important principle of responsibility. All members of the College are obligated to exercise mature judgment and show respect for the opinions of others. For explicitness, CGSC's academic freedom policy is stated in the following excerpt from Chapter 1 of CGSC Circular 351-1, *College Catalog*.

As an institution accredited by the North Central Association of Colleges and Schools, the CGSC subscribes to the American Association of University Professors' 1940 Statement on Academic Freedom. The College depends on the free flow of ideas for its intellectual vitality, and the principles of adult education practiced by the College accordingly are based on the importance of free thought in an academic environment. But, this freedom also imposes certain obligations, consistent with the 1940 AAUP statement.

- In the classroom, the college encourages aggressive examination of all academic subjects. However, the debate naturally arising among professionals in such an environment should be kept free from controversial matter having no relation to the scheduled instruction.*

- Students, staff, and faculty are entitled to full freedom in research and publication of results, consistent with the academic responsibilities of the CGSC. Nonetheless, these investigations are subject to current public affairs policies, copyright laws, security considerations, and the CGSC non-attribution policy.*

- *Outside the classroom, when CGSC students, staff, and faculty speak or write, they are free from institutional censorship or discipline. But they must remember that the public may judge their profession and the CGSC by what they say. They should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that the views they express are theirs and not those of the CGSC or the Department of the Army.*

An indicator of its commitment to freedom of inquiry is that there is no known record of any complaint from a faculty member or student regarding this important academic principle.

7. Institutional commitment to excellence in both the teaching provided by faculty and the learning expected of students.

The College has a strong commitment to both teaching and student learning. Every effort is made to sustain a faculty with the appropriate education, skills, and experience for the CGSC mission. Once new faculty join the College, each new member must undergo an intensive training program to ensure excellence in the classroom.

CGSC Bulletin 7, May 24, 1993, outlines the CGSC Faculty Development Program in great detail. There are four phases to the program: Common Core Training (Phase I), Technical Certification (Phase II), Specialized Training (Phase III), and Professional Development (Phase IV). (See Chapter 2 for more information on these phases.)

Criterion 2

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Patterns of Evidence

The Command and General Staff College has effectively organized the human, financial, and physical resources necessary to accomplish its mission, goals, and objectives. The College proficiently manages a qualified

staff and faculty to ensure educational requirements are met, responsibly controls a fiscally constrained budget, and adequately supports students with comprehensive research facilities and state-of-the-art technology. Toward this end, the College has established various overview committees that conduct routine reviews to validate effective administration through well-defined and understood organizational structures, policies, and procedures. In addition, various outside agencies, such as the Army Audit Agency and the General Accounting Office, periodically conduct audits at CGSC to determine effectiveness of resources and educational programs.

1. Governance by a board, composed of informed people who understand their responsibilities, which functions in accordance with stated board policies, and which has the resolve necessary to preserve the institution's integrity.

Governance of the College is through a hierarchial chain of command that begins at the Chief of Staff of the Army level, descends through the Commanding General of TRADOC, to the Commandant/Commander of CAC and Fort Leavenworth, down to the Deputy Commandant. The basis of their authority is Army regulations and manning documents. All leaders in the chain understand their responsibility to the College and have demonstrated the resolve to preserve the institution's integrity.

Each commander is supported by a staff with general competence in the respective commander's entire area of responsibility. The Deputy Commandant is supported by college directors, the faculty and staff, a number of advisory boards, and an Advisory Committee composed of distinguished civilian educators. In fact, the 113-year history of the College provides the best evidence that Army leadership is committed to this institution's purposes.

2. Effective administration through well-defined and well-understood organizational structures, policies, and procedures.

Like most military organizations, CGSC goes to great length to ensure that organizational structures, policies, and procedures are well-defined and well-understood. The College currently refers to approximately 24 bulletins for policy and procedures on topics ranging from equal opportunity

to facilities scheduling. Also, each office throughout CGSC is provided with an organizational directory that shows the structure of the College and staffing levels. In June 1993, the College published Regulation 10-1, *Organization and Functions*. This comprehensive document, which is revised and republished regularly, describes staff responsibilities and the functions of each college activity. All CGSC offices receive a copy of Regulation 10-1.

Periodically, the Deputy Commandant meets with the entire faculty and staff to provide updates on College policy and procedures. In addition, CGSC is part of a formal Army information system known as "chain teaching" whereby directors meet with their personnel from time to time to brief them on topics prescribed by the chain of command. For example, the "chain teaching" topic for October 1994 was the Army drawdown and its effect on the institution.

3. Qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them.

The qualification and experience of College administrative personnel (directors) are a significant strength of the institution. Currently, 17 colonels and 1 lieutenant colonel serve as College directors. These officers each have over 20 years of services in key Army and sister services positions ranging from command to important staff positions. Most have also had previous duty in education, either as a faculty member or in a training-development position. Many directors also have special functional backgrounds and civilian education that qualify them for their leadership positions.

The College is also fortunate to have senior civilian leaders well-qualified to execute their responsibilities. Currently, there are two GS-15s (the top of the civil service scale) and one GS-13 who serve at the directorate level. All three are skilled administrators who have been with the College for many years. A number of other experienced and talented civilian administrators also oversee key College administrative functions.

The College has assembled a faculty information book that outlines the experience and qualifications of all faculty, including directors. The book is available for review in the CGSC Faculty Development Office.

4. Systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in decision-making processes.

Daily contact takes place between the Commandant and Deputy Commandant on College operations. Both leaders are also in frequent contact with the entire chain of command. These key contacts and the resulting discussions include a wide range of issues concerning the College. These discussions are frank, positive efforts to highlight College goals and objectives, as well as to identify resources necessary to accomplish the College mission.

Functionally, the institution's consistency is the Army in the field. As discussed later, the College has an aggressive external evaluation program specifically designed to obtain feedback from the field, which is an important part of the College's decision-making process.

5. Faculty with educational credentials that testify to appropriate preparation for the courses they teach.

The CGSC faculty is the heart and soul of the institution. Therefore, the measure of how well the College accomplishes its mission is a reflection of faculty credentials and how well the College selects, trains, and professionally develops its faculty. Military faculty are recruited for three qualifications: operational experience, educational background and training, and functional skills. Since the ultimate purpose of CGSC graduates is to assure the nation's defense, operational experience is a crucial criteria.

The CGSC military faculty is drawn from eight different populations:

- The entire Army officer pool.
- The current CGSOC student population.
- Sister services officers.
- Government Civil Service personnel (under Title 5).
- Government Civil Service personnel (under Title 10).
- Reserve adjunct and consulting faculty.
- U.S. Army Reserve Forces (USARF) faculty.

The College has a sophisticated process that recruits military instructors in four different ways. One, officers who become faculty via field selection undergo a rigorous selection process. Two, the Department of the Army Personnel Command (DA PERSCOM) assigns faculty based on the CGSC Personnel Refill Plan. Three, CAC and CGSC develop a list of needed skills by rank for the following fiscal year with an arrival window of March through June. Four, generic faculty criteria includes those who have field grade rank, are branch qualified, and who have graduated from CGSC or an equivalent service school. Special skills, education, and/or experience may be added. The CAC Commander sends this Refill Plan by message to PERSCOM. PERSCOM responds with a revised, approved plan and then begins the selection process by forwarding candidate Officer Record Briefs (detailed qualification information) to CGSC. Candidate's backgrounds and skills are screened, and they are then nominated to directors, who either accept or reject them.

The screening process for civilian faculty is just as rigorous. Each member is selected by the gaining department or school based on his or her formal education coupled with experience in a specific discipline. The College is gradually shifting its civilian faculty recruitment policy from the restrictive hiring practices of U.S. Code, Title 5, to the more flexible procedures of Title 10. Most of the College's current civilian faculty were recruited competitively under Title 5. However, new faculty are already being recruited under Title 10.

As previously described, CGSC has an exceptionally well-developed faculty training program, in which much time is invested, to ensure new faculty are trained and ready for the classroom. However, professional-development follow-on programs currently face the same severe financial constraints that now confront the College as a whole. To meet these restrictions, the College has curtailed faculty travel and participation in external seminars and training programs. As a result, the College currently is reviewing options to conduct more in-house professional-development programs for faculty.

The majority of the College's military faculty hold master's degrees. Some have more than one master's degree, and some have progressed to the doctoral level. Military instructors not only have operational experience, they

possess military educations that closely parallel their impressive civilian qualifications; many of the civilian faculty hold doctorates. More detailed individual background information is available on file for review. Figure 21 provides a brief summary of key faculty qualifications.

Figure 21. Key Faculty Qualifications

Civilian Education

Bachelor's Degree -- 37 percent
Master's Degree -- 55 percent
Doctor's Degree -- 8 percent

Military Experience

Battalion -- 93 percent
Brigade -- 64 percent
Division -- 37 percent
Corps -- 23 percent
Joint -- 23 percent

CGSC has an outstanding faculty; it is well-trained, dedicated, and strongly committed to its teaching mission. Based on the nature of its curricula, the College has an effective mix of military and civilian faculty members. Above all, the leadership of the College will strive to maintain this most critical resource, whatever the effort required.

6. A sufficient number of students enrolled to meet the institution's stated educational purposes.

The sizes of CGSC's student bodies are developed yearly by TRADOC and the Department of the Army. The College is well-supplied with qualified students to meet Army needs.

In recent years, the Army has experienced a sharp decline in total manpower. Yet, to date, to sustain a well-educated officer corps, the service has not correspondingly reduced CGSC's student population. This policy has put a strain on the institution as budget cuts have inevitably restricted operating assets and options.

As a result of this and other pressures, the Department of the Army is presently working on a plan to reduce the number of students selected for the Command and General Staff Officer Course (CGSOC). The reduction could be implemented as early as FY 95-96. Likewise, plans are under study to reduce the CAS³ population and to eliminate some of the functional courses the College offers.

The size of CGSC's student population is a critical issue for the Army because, as implied above, many leaders believe that education and training become more important as cutbacks occur. Therefore, the goal has been to keep CGSC student levels as high as possible while still providing field units with the officers they require.

7. Provision of services that afford all admitted students the opportunity to succeed.

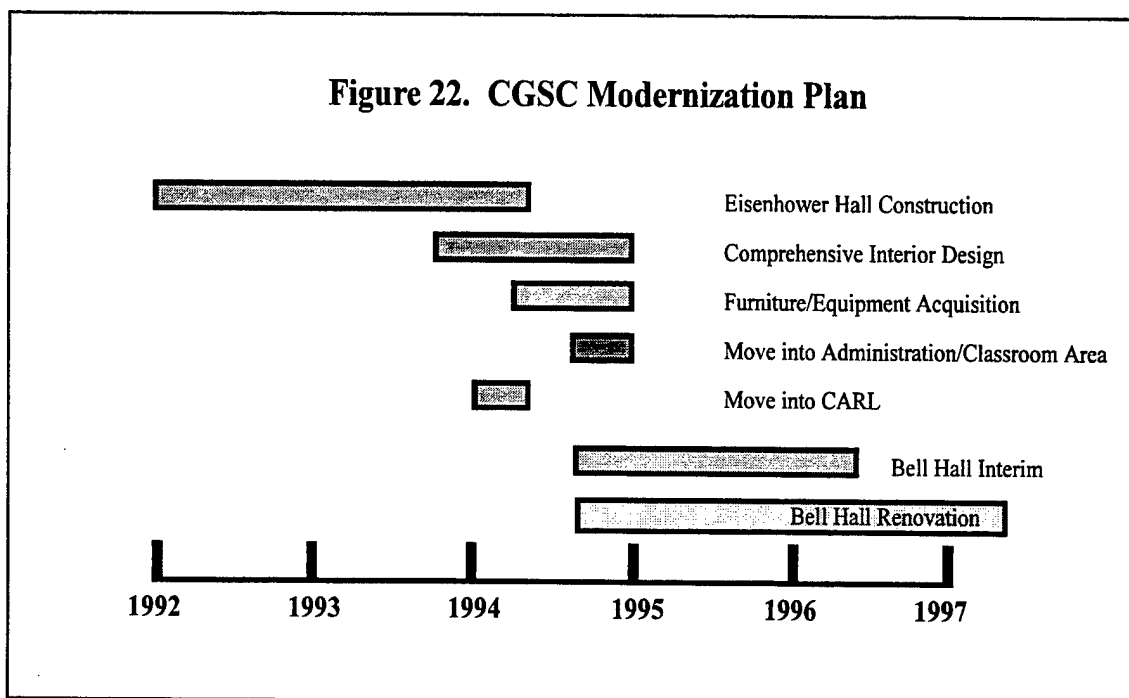
CGSC provides all the services that students need for success. This support includes a world-class library, extensive computer equipment, housing, recreation, medical services, and family support. Also, all students are paid regular military salary and allowances while attending CGSC. The fact that most students are active duty Army officers, supported by programs as beneficial as those provided to soldiers in the field, makes the College one of the most desirable educational experiences in the world.

An important key to success at any educational institution is the establishment of advising and counseling programs to help students who are undergoing difficulties, either personally or academically. This is truly one of CGSC's great strengths; personnel at every faculty level serve as mentors, coaches, and academic advisors. Indeed, these programs are so successful that students rarely fail to graduate as scheduled.

Thus, in ensuring that students receive the best services available, the leadership of the College ensures that the rigor of the academic environment is balanced against extracurricular activities that enhance student life. Student workload is closely monitored to ensure that adequate time is provided for family ties and physical training. In perspective, the Leavenworth experience affords students a wide range of activities that promote the academic rigor, physical fitness, and mental well-being essential to classroom success.

8. *A physical plant that supports effective teaching and learning.*

During recent years, the College has devoted much energy and resources in planning a physical plant that would match the needs of the College into the 21st Century. The mission for this massive undertaking is known as the CGSC Modernization Plan (Figure 22). The plan integrates the four pillars of the College (faculty, students, curricula, and facilities) as the vehicles to design and implement first-class facilities for the institution.



The centerpiece of the modernization plan is the new 256,000-square-foot faculty named Eisenhower Hall. It includes a new library; 16 large, state-of-the-art classrooms; 8 seminar rooms; 2 conference rooms; a cafeteria; a television studio; and ample workspace for staff and faculty. The building's design takes every advantage of current and evolving communications and educational technology.

Now that Eisenhower Hall is in place, a systematic renovation of Bell Hall (which houses CGSOC) is beginning. Bell Hall is a 1950s-era academic building originally designed to permit large group (64 students per classroom) instruction. As described earlier, the College has shifted to a faculty-student ratio of 1 to 16 and has added partitions to separate staff groups. Although Bell Hall is old, it is adequate. However, it needs extensive improvement to meet future needs. It will take a strong commitment by the Army's top leadership to ensure that CGSC continues to receive funds needed to complete the Bell Hall renovation.

In anticipation of future funding, and by wisely using available funding, the College has developed a renovation plan and has already completed several projects including--

- Installing a new roof.
- Upgrading the power plant.
- Building a new cafeteria and book store.
- Installing new carpeting and modular office equipment.
- Constructing a model classroom.
- Upgrading classroom technology.

The Howard K. Johnson wing of Bell Hall, where CAS³ is located, is already an up-to-date facility designed for small-group instruction.

9. Conscientious efforts to provide students with a safe and healthy environment.

Fort Leavenworth and the surrounding community are keenly aware of the CGSC student body and offer an environment that is stimulating, physically safe, and healthy. The community, including nearby Kansas City,

is also rich in history, the performing arts, fine arts, sports complexes, and a variety of other activities that enhance intellectual health. Fort Leavenworth is one of the Army's leading military communities and frequently wins Department and Command awards for community excellence.

10. Academic resources and equipment (e.g., libraries, electronic services and products, learning resource centers, laboratories, studios, and computers) are adequate to support the institution's purpose.

The new Combined Arms Research Library (CARL) is one of the most modern libraries in the world. It has approximately four times the space of the previous college library and houses a collection of 190,000 books (one of the finest military collections in the United States). CARL subscribes to approximately 1,300 periodicals, serials, and newspapers, with paper and/or microform back files for many other publications. Its archives and special collections are unique gatherings of over 200,000 items, including curriculum materials dating from the late 19th century to the present.

CARL is involved in several interrelated projects that will continue to keep the library and the College in the forefront of historical, tactical, and operational research. One such project is the creation of the Army Tactical and Operational Research Library (ATORL), composed of two existing activities: the existing CARL and an Automated Historical Archives Service. This will include the creation of a multimedia presentation system with dissemination via Army and Joint Knowledge Networks.

The CARL director serves on a working group of librarians from other services who are developing means to interconnect all staff and war college libraries. When completed, this project will allow complete access to automated archives and collections from each service's principal library networks, as well as from the National Defense University in Washington, D.C. The system's further growth, on that base, seems assured.

CARL's greatest strength is its staff, which as student surveys show, is exceptionally service-oriented, well-trained, and highly motivated. Much of the staff has been in CARL for many years and has extensive knowledge of its collections and resources. They also fully understand military

terminology, doctrine-development processes, and specialized military information resources.

With its exceptional facilities and its outstanding staff, CARL provides strong support for the institution's learning and research purposes. Even further, it is well-known beyond CGSC as a premier research center for military scholars and researchers throughout the world.

CGSC stresses the application of educational *technology* as a means to an end, not a goal in itself. Students, staff, and faculty have access to a variety of automation technologies in classroom and research facilities to enhance the educational process. Students are encouraged, and in some cases required, to apply selected technology to achieve educational objectives, while staff and faculty have at their disposal a variety of systems to assist in the development and management of the CGSC curriculum. Within the last two years, the staff of the Management Information Systems Directorate has completed an intensive study of the College's technology requirements to further enhance the educational systems available at CGSC.

At present, each classroom is equipped with a networked desktop computer and Maneuver Control System. These computers are loaded with a variety of applications and tutorial packages. Word processing, graphics applications, and electronic mail are provided to enhance communications skills, while spreadsheet and unique military applications are also included to reinforce and enhance classroom instruction. Instructor-led tutorials are provided to improve skills in applications and to reinforce computer-assisted instruction.

CGSC also offers dedicated computer facilities in its Data Service Center and the World-Wide Military Command and Control System (WWMCCS) center. The Data Service Center serves as a computer lab and classroom for automation courses. The WWMCCS room serves as the Combined Arms Center WWMCCS center and as a classroom for WWMCCS training that the Department of Joint and Combined Operations provides.

All classrooms and computer lab systems are connected to a local area network (LAN). The LAN provides students with electronic mail and

other information services via the Defense Data Network. This system allows the students to communicate and share files with Department of Defense, commercial, and other educational institutions. More than half of the faculty and staff are also connected to the LAN. More faculty and staff will be added as resources become available.

In summary, CGSC has strong automation resources for students and has an aggressive plan (described later in this report) in place to obtain more and to ensure technology currency in the time ahead.

In addition to networked computers, *classrooms* throughout the College are equipped with closed-circuit television, (16-millimeter sound motion picture, 35-millimeter slide projection, overhead projection, and triple-screen projection). Students also are given free access to copy machines to reproduce materials needed to support classroom discussions and presentations.

As part of the Bell Hall renovation project, the College has converted one of the CGSOC classrooms into an experimental model for testing and future planning. This classroom represents an initial step in designing the CGSC classroom of the 21st Century. Partly as a result of experience with the experimental classroom, all classrooms in the recently built Eisenhower Hall are modern in design and equipment. In short, CGSC faculty and students have available some of today's best academic resources and equipment.

11. A pattern of financial expenditures that shows the commitment to provide both the environment and the human resources necessary for effective teaching and learning.

Like all elements of the Armed Forces, the College is now facing the challenge of maintaining high standards with decreasing funds. But budgetary pressures are not entirely new, and historically, College leaders have somehow always been able to procure funds necessary for excellence in education.

The tremendous investment in Eisenhower Hall and the start of the renovations in Bell Hall demonstrate the Army's commitment to providing the environment for effective teaching and learning. Likewise, despite significant

cuts in human resources, the College continues to find ways to maintain small-group instruction. In this context, it is a tribute to the CGSC leadership that civilian faculty positions at the College have remained fairly stable despite significant civilian reductions occurring throughout the Army.

Responsible funding has assured that CARL continues to serve the College academic mission in an outstanding manner. However, CARL staffing currently is strained because of the high student enrollment and the expanded size of the new library facility. The College is searching for innovative ways to better staff the expanded library despite cutbacks in funds.

12. Management of financial resources to maximize the institution's capability to meet its purposes.

The Junior and Senior Program Budget Advisory Committees (PBAC), working with the Deputy Commandant, effectively direct the financial affairs of CGSC. The Junior PBAC consists of directorate budget officers; the Senior PBAC includes all College directors. All PBAC members are experienced and informed faculty who fully understand their responsibilities.

The PBAC process allocates resources to meet CGSC's overall mission by sorting subordinate missions by established priority. To control this process, the College has established a Resource Management Office (RMO) that coordinates the distribution of College resources with the financial offices of CAC and TRADOC. (More information related to management of financial resources is provided later in this chapter.)

Criterion 3

The institution is accomplishing its educational and other purposes.

Patterns of Evidence

The preponderance of evidence shows that CGSC is accomplishing its educational programs and other purposes. Ongoing programs for the professional development of faculty, staff, and students in the end ably serve

the institution's chief mission--the education of America's officer corps. For example, the nation's experience in Operations Desert Shield and Desert Storm illustrates the effectiveness of the modern Army's preparation. This view is repeatedly validated by the numerous reviews that the College, and the several external agencies responsible for assuring an effective Army, conduct. In addition, CGSC provides numerous support services to strongly uphold the College's other purposes and to contribute to its overall educational effectiveness.

For these reasons and in this context, the U.S. Army Command and General Staff College has become the model for the staff colleges of many foreign institutions who have longer histories and their own proud traditions. For example, the British Army has sent two of its senior officers to be educated at the School of Advanced Military Studies. After completing the SAMS program, one of those officers was appointed to lead the corresponding British higher command and staff school; the other returned to regimental command.

Distinguished foreign military educators regularly visit Leavenworth to learn what is being done in American military education because CGSC has earned a reputation for solid instruction, creative intellectual effort, the advancement of military thought, and the application of instructional methods suitable both for use in the school house and for export to the Army in the field.

Today, the College stands on the frontier of military education as Fort Leavenworth once stood on America's geographic frontier. The Army is proud of the Command and General Staff College and its place in American and international military education. To perform its mission, CGSC necessarily uses the vernacular of the Army it serves. Yet, as a base, this College, like all colleges, teaches, conducts research, and provides outreach service to its own larger community.

Faculty

The Command and General Staff College faculty is highly regarded by the total Army (national guard, active, reserve, and civilian components) as subject matter experts on virtually all matters associated with military tactics,

operations, strategy, and staff techniques. This subject matter expertise also extends to leader development, history, logistic operations, and joint military operations. Over the years, CGSC's teaching staff has prepared future general officers, DA Chiefs of Staff, Chairmen of the Joint Chiefs of Staff, and numerous other renown national and international leaders.

CGSC regards sound teaching as the heart of its primary mission--education. Faculty expertise is balanced with the free exchange of views to promote intellectual growth, and the mixed student composition of the classes encourages the exchange of diverse ideas on the subjects at hand. The effort is to provoke students to explore their professional values as well as their professional competence on equal footing. The faculty, in turn, must balance the direct imparting of knowledge to students with the less straightforward development of complex reasoning skills on difficult subjects. The success of the enterprises conducted in CGSC classrooms is clearly visible in the success of the Army itself when called on by the nation to perform.

The CGSC faculty not only educates, but also develops and writes much of its own teaching material as well as the doctrine used throughout the Army. Their efforts also result in new training publications, field manuals and other didactic materials. Although not firmly required to do so, many also publish in the *Military Review*, the CGSC Press, and other military and civilian journals. To a great degree, the time and effort expended on individual research at most other institutions finds its way instead into this kind of specialized publication at CGSC. Ironically, the gravity of CGSC's research effort imparts new meaning to the familiar phrase "publish or perish."

Students

Students attending the Command and General Staff College experience their first broad look at the Army and defense community from five primary frames of reference: leader development, tactical operations, logistics and resource management, joint and combined operations, and history. Through research each of these frames of reference allows students to strengthen their educational experiences. Many will participate in some form of formal research, such as that in the MMAS degree program.

Student contributions to the Army have been significant, adding to the military "body of knowledge" with studies ranging from the use of automation in command and control to investigations into geographical strategic area analysis. CGSC electives also require extensive student research, as do other specialized academic programs referred to elsewhere in this report.

Service

The Command and General Staff College is a contributing participant in service to the global community. In the spring of 1994, faculty members participated with members of the Russian Army to develop a new peace-keeping doctrine. The College also sent a representative to Albania to assist in establishing a military education program. In like fashion, officers from Great Britain and France participated in the recent Prairie Warrior Exercise. In fact, on any given day, members of the College staff and faculty will be in contact with other agencies, foreign and domestic, at all levels of command. The College is recognized world-wide for sharing in service commitments to larger causes.

Historically, the resulting exchange of ideas passes from the classroom to the board rooms of armies across the world. This impact is evident in the achievements of CGSC's international officer graduates. In total, there have been 5,598 International Officer graduates of CGSC representing 122 countries. Of these, 23 have become Heads of State, and 165 have achieved the highest positions in their armies. Locally, there is a strong relationship between the College, the local community, Kansas City, and the International Officers. This year the institution celebrated the one-hundredth anniversary of being host to International Officers.

In the wider sense of its primary intended service, the College constantly takes measures to ensure that its graduates meet the standards of the institution, and the needs of the Army at large. The return flow of information from Commanders at all levels on the effectiveness of CGSC graduates is perpetual. The college solicits such feedback to assure that its service to the nation is rendered as well as is institutionally possible.

1. Educational programs appropriate to an institution of higher education.

The schools of the Command and General Staff College are all organized around identifiable and disciplined bodies of knowledge, both practical and theoretical. All courses of study are intensive, involve far more student instructor contact time than would be normal in a civilian graduate institution, and most involve heavy individual homework as well as group-exercise components. By design, the courses are both intellectually and, in one sense, socially demanding.

The College's courses of study are clearly defined, coherent, and intellectually rigorous. All programs taught at the college culminate at a cognitive learning level of synthesis or evaluation. Emphasis is placed on analysis, conceptualization, and the integration of knowledge. In addition to the demands imposed by the faculty, competition among students provides even more rigor in the classroom. The faculty acts as subject matter experts and facilitators, but are often simply a part of the students' intellectual interaction.

At heart, every CGSC course addresses complex leadership issues at least by implication. These issues range from studying the deployment of brigade, division, and corps units to exploring professional ethics and aspects of military law. With this range, courses inevitably address leadership issues that deal professionally with personal interaction. In this context, the college has maintained a high degree of awareness of racial, ethnic, and gender differences. In addition to purely military subjects, students are exposed to broader strategic, historical, and cultural questions integrated into courses addressing the higher conduct of war as an instrument of national policy.

Because clear communications are essential to success in the classroom and in the field, writing, oral briefings, and participation in discussions are significant parts of CGSC's academic process. As parts of a graduate-level program, subject areas are addressed in-depth, demanding that student research be thorough and that the students be accountable as adult learners, not only to their instructors, but to their contemporaries as well, for cogent communication in all forms.

Not only the College's schools, but also its various nonteaching directorates expand the College's body of knowledge. The directorates may be involved in research and publication programs, particularly doctrine writing, and in exploring various strategic contingencies or the likely impact of emerging technologies on the force structure of the future. All of these endeavors, conducted under the same roof, produce a synergy comparable to that generated by the proximity of research and teaching faculties on any university campus. Within this environment, both faculty and students are stimulated and sustained at a high level of intellectual engagement with challenging issues and with each other.

Since the mid-Eighties, small-group instruction has been the standard for most CGSC resident instruction. Small-group instruction encourages student-faculty interaction and student-with-student exchange. Yet, because of progressive reductions in instructor numbers not matched by corresponding reductions in student numbers, it is becoming increasingly difficult to maintain this role of instruction. To date, however, small-group instruction remains the CGSC standard as College leaders and faculty explore alternative ways to maintain excellence in teaching.

3. Assessment of appropriate student academic achievement in all its programs.

The College has published clear policy in CGSC Bulletin 3 requiring students to meet established standards for graduation. They must be--

- Proficient in the skills and competencies essential for all college-educated adults.
- Complete an identifiable and coherent undergraduate-level general education component.
- Master the level of knowledge appropriate to the degree attained.

Student proficiency in skills and competencies is essential for all CGSC graduates and, by repeated demonstration, must meet the needs of the Army in the field. With a few exceptions among international officers, all

students entering the Command and General Staff College have an undergraduate degree. In fact, approximately 60 percent of the officers attending CGSOC hold graduate degrees. Their mastery at the required level of knowledge not only meets the overall needs of the Army, but is generally consistent with the practice of military art and science.

From the student standpoint, the principal methods of instruction are applicatory; that is, the students are required to demonstrate mastery of the principles taught through application in practical problem solving. These demonstrations require a firm grasp of analytical and organizational skills as well as the demonstration and articulation of rational thought processes. Because student instruction occurs in most cases in small groups, each student can be evaluated closely as he or she meets each new learning challenge.

In CAS³, staff-group leaders, who carry the small group through the entire nine-week course, monitor and evaluate student performance. In CGSC, an ACE, who receives assigned student grades from the various faculty, monitors student progress and intervenes early when a student exhibits the first indications of academic weakness. In the SAMS, a single seminar leader takes the student seminar group through an entire year of intensive theoretical and practical instruction, meeting students daily. He evaluates student progress through a variety of evaluation instruments.

All CGSC students are required to demonstrate mastery to standard of all course content in accordance with published standards of performance. Students enrolled in the MMAS program must also demonstrate research, organizational, analytical, and compositional skills, through the thesis (or multiple monograph) writing process and by successfully defending their thesis. Complete knowledge of course material is further ensured by demonstrating mastery of all subjects during a comprehensive oral exam before members of the instructional faculty.

4. Transcripts that accurately reflect student learning and follow commonly accepted practices.

The office of the CGSC registrar maintains records of student performance in accordance with common academic practices. Semester credit

hours are generally awarded according to a variation of the "Carnegie Formula" in which--

$$\text{semester hours} = \frac{55 \text{ minutes} \times \text{no. of scheduled hours}}{800 \text{ min/semester hour}}$$

The registrar is responsible for maintaining of all academic records for CGSOC, CAS³, SAMS, and SCP programs. Nonresident graduate records are maintained by SOCS. Through these devices, the College ensures that transcripts accurately reflect student learning and follow commonly accepted practices.

For students completing the MMAS degree, the registrar forwards a transcript copy to the Department of the Army Personnel Command. That document becomes part of the officer's permanent personnel file, which is reviewed by all Army boards convened for important actions, such as for promotions and selections for command.

5. Effective teaching that characterizes its courses and academic programs.

As explained in detail earlier in this report, all instructors are qualified from a subject matter frame of reference, and all receive common preparation in teaching methods. The Faculty Development Office provides instruction in small-group presentation, while the various academic departments prepare instructors and course-specific content and methodology. The great additional strength of the CGSC military faculty is the operational experience they bring to the classroom. The civilian faculty adds to that strength through its depth of experience, subject matter expertise, and strong academic credentials.

6. Ongoing support for professional development for faculty, staff, and administrators.

In addition to its formal four-phase training program, the college Faculty Development Office offers a number of other programs to assist the faculty in their professional development. For example, this office administers

a program by which faculty members may obtain a Masters of Science in Education degree from Kansas State University. All faculty and staff have opportunities to attend local educational programs through the Kansas City Regional Council for Higher Education. Both programs have been beneficial to the college in increasing the educational soundness of its programs. Staff and administrators may attend other programs available for professional development, which focus on management, leadership, and other specialized skills.

Both civilians and military personnel may attend Personnel Management for Executives, Organizational Leadership for Executives, and other executive-level courses offered by Army organizations each year. Descriptions of these programs for professional development can be obtained through the Civilian Personnel Office and the Center for Army Leadership. Access to programs, while encouraged, is to some extent limited, based on the availability of funds.

Ultimately, the best way to examine the professionalism of CGSC's faculty is to visit the College's classrooms. Instruction is marked by a high degree of enthusiasm and a shared striving after common goals in which the students, as well as faculty, interactively share the teaching and learning experience. To the students, uniformed faculty are fellow officers sharing a common dedication to a profession and a common interest in the Army's success, which will ultimately be measured on the battlefield or in other important future unit assignments.

Similarly, civilian faculty are highly motivated. In many cases (for military historians, for example), the College provides an opportunity to practice a line of inquiry with a unique student body of practitioners, which is rarely found in a civilian academy. Indeed, there probably is no civilian analog, except perhaps medical schools, where learning and expansion of the professional body of knowledge coexist as closely as they do at CGSC. That fact alone provides an excitement in the Leavenworth experience that is practically unique.

All this support notwithstanding, the College today faces a challenge supporting and investing in further professional development for its faculty.

Simply put, funds are scarce in these times of sharp budgetary constraints. Nonetheless, military faculty members often pursue further education at local or regional civilian institutions, and most military and civilian faculty continue to research and write from professional conviction. Some support comes directly from the Department of the Army, which has provided about \$20,000 per year in funds, administered by the Director of the Graduate Degree Programs, to underwrite participation by CGSC faculty in professional conferences. And, the Combined Arms Center's Foreign Military Studies Office has been able to provide opportunities in the past few years for some College faculty to travel to the former Soviet block. Finally, much of the College's funded travel for faculty indirectly supports their professional development through attendance at conferences and meetings.

7. Student services that effectively support the institution's purpose.

Student services in the traditional sense are not needed at this institution because all students receive full pay and allowance while attending the college. They also receive medical services, family services, off-post educational services, physical fitness services, and legal services. Consequently, there is little a student might need that is not available. In effect, as residents in a leading military community, students are served by a full range of residential and support facilities comparable to those available in a prosperous, if small, town.

8. Staff and faculty service that contributes to the institution's effectiveness.

Staff and faculty contribute in a number of ways to the institution's effectiveness. For example, the Army recently adopted a Total Quality Management (TQM) program. Now called Total Army Quality (TAQ), it allows for the formation of process-action teams (PATs) to assist in making all parts of the organization more effective. For the Army, this is a relatively new and, in some ways, alien experience where leadership empowers its members to provide input for organizational and product improvement.

As an example of personal contribution, all faculty and staff members have the opportunity to sponsor international officers, either as a military sponsor or a civilian Leavenworth sponsor. Each year many do so, yielding a team in the hundreds who promote international good will while learning and teaching cultural exchange.

Many of the faculty are also actively involved in community activities that vary from being guest speakers at nearby schools, colleges, universities, and civic organizations to involvement in a host of youth activities on post and in the local community. It is rare to attend a youth event at the Fort or in Leavenworth or Lansing where members of the CGSC faculty are not involved.

9. Support for the stated commitment to basic and applied research through provision of sufficient human, financial, and physical resources to produce effective research.

Considerable explanation has been offered above for the proposition that, in producing the bulk of Army doctrine (as well as authoring classroom materials and other publications), CGSC devotes significant resources to advancing professional research. Those activities on the part of faculty, together with the formal research that students conduct, indicate the firm commitment to intellectual inquiry, both basic and applied, made and kept by CGSC. Human resources (faculty, staff, and students), financial resources (travel funds and paid salaries), and physical resources (CGSC's buildings, library, and all other support facilities) heavily underwrite that commitment, as proven by the prodigious output contributed annually by the College to the Army at large.

Each year the College returns to the Army literally hundreds of graduates and former faculty members better educated and trained to perform their professional duties. The college also publishes and distributes to the field new doctrinal manuals that lead Army thinking and practice into adjustment with the new strategic and economic realities. The College also conducts a variety of outreach programs to help the field army and its members keep abreast of doctrinal changes and to keep the Staff College up to date with developments in the field. Not least of its services is its role as a major

conference center for Army and TRADOC leadership. The various Army conferences held at the College permit College leaders to engage in exchanges with the leaders of the Army in the field on a regular basis.

10. Evidence of development and offering of effective courses and programs to meet the needs of its sponsoring organization and other special constituencies.

The College curriculum routinely tests new courses and adjusts old courses to respond to new requirements from its sponsoring organization (the Army) and other special constituencies. This past year, as part of the Prairie Warrior experience with the Mobile Strike Force, a group of students enrolled in a course taught outside the college by the Battle Command Battle Lab (a Combined Arms Center think tank) to explore the potential use of emerging combat and information technologies (as well as new educational opportunities). These students then participated in the Prairie Warrior Exercise using simulations representing the organization and techniques they had developed in their course. In fact, the Army Chief of Staff does not hesitate to task the College to explore new questions of importance to the Army. The College is, after all, an educational institution for the Army at large.

One of the best indicators of how the College is meeting the needs of the Army and special constituencies is the richness of the CGSOC Advanced Application Program (the electives). Currently, this program is by far the most comprehensive selection of advanced courses ever offered at CGSC or at any comparable military school. This year alone, 116 elective courses are presented on a variety of subjects.

Through the Advanced Application Program, the College develops skills that not only fit the needs of its students but also those of the Army. For example, the Army has a need for graduates with certain skills that relate to its various missions. Each year the College helps meet that need by graduating a substantial number of officers through focused elective programs in the following areas:

- Joint Planner.
- Space Operations.

- Strategist.
- Military History.

The fact that these focused programs have been maintained over many years best indicates the degree to which they have succeeded in satisfying the needs of the constituencies they serve. In 1986, passage of the Goldwater-Nichols Department of Defense Reorganization Act significantly changed the structure of the Department of Defense and established new rules for the conduct of joint warfare. One of the provisions of the Act called for the creation of Joint Specialty Officers educated and experienced in the formulation of national security strategy and joint warfare. In this way, Congress directed the services to develop new educational programs designed to meet the increased requirements for Joint Specialty Officers.

CGSC currently is helping to meet these needs of the joint community through its Program for Joint Education (PJE). Through this program, CGSOC students receive the first phase of specialized education and training that can eventually lead to the designation as a Joint Specialty Officer. Therefore, in December 1993, after a comprehensive review by a team of 14 senior officers and civilians, the Chairman, Joint Chiefs of Staff, accredited the CGSC PJE program.

The Combined Arms Research Library also provides excellent support to the numerous special constituencies. CARL is recognized as a unique asset for the study of the tactical and operational levels of war. Collections in various media support all aspects of the schools' curricula, including new breakthroughs in digitization of source material (e.g., documents from the Persian Gulf War and Somalia) and development of a multimedia presentation system to supplement curriculum. CARL is a national resource that not only supports the Army, but various special constituencies throughout the Armed Forces and the free world.

The College's School for Advanced Military Studies has been responsible for developing the overall framework of the Army's warfighting doctrine since 1982. In 1993, SAMS completed a multiyear research, writing,

and publication effort culminating in the new FM 100-5, *Operations*, the basic manual for the Army's practice of combat operations in the latter 20th Century.

The Center for Army Leadership is developing leadership education programs to carry the uniformed leadership of the Army into the 20th Century. The Center's Civilian Leadership Training Division also provides professional leadership education to Department of Defense civilians comparable to that provided to professional military officers.

Extensive resources--human, financial, and physical--have been invested in both military and civilian leader development, in the conviction that leaders, people, are the human capital on which the Army's future success chiefly depends.

The College has also examined in detail, through simulation, the operational possibilities created by emerging technologies, first in the 1980s with an experiment called Mobile Operational Force 1986, and then in 1993 during the Prairie Warrior Exercise using a new simulation called the Mobile Strike Force. The idea behind Mobile Strike Force is to develop new information management technologies. While these simulations can be and are used in the classroom, they also are examples, in their wider application, of the College's meeting the needs of its broader constituencies.

CGSC has invested significant manpower and financial resources, at some cost to its principal departments and schools, to create a Corps and Division Doctrine Directorate to centralize the writing and coordination of Army doctrine. Similar investments have been made to create and sustain the Center for Army Leadership, which has been described at some length above. The College also supports a publication program in its Combat Studies Institute and in its Command and General Staff College Press. Both have served as outlets for research to advance the boundaries of professional knowledge of the art and science of warfare, have been reviewed world-wide in professional journals, and can be found in professional libraries around the globe. Similarly, *Military Review*, the College professional journal, traditionally has been a major tool for conducting professional debate within the Army and for maintaining contact with other interested professionals in the field.

In short, it is clear that CGSC offers numerous courses and programs that meet the needs of its sponsoring organization (the Army) and other special constituencies throughout the Armed Forces.

Criterion 4

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Patterns of Evidence

1. A current resource base--financial, physical, and human that positions the institution for the future.

Owing to its critical position in American military education, the College does and will continue to have an adequate resource base to carry out its mission. Because obtaining funds for military agencies has become very competitive, the College has had to "tighten its belt" and learn to do more with less. It will also have to explore nontraditional funding means, such as obtaining funds from other agencies within the federal government.

Based on current Army budget forecasts, CGSC faces a major financial challenge in Fiscal Year 1996. During that time the College may have to reduce its civilian workforce to stay within operating budgets. In the case of military faculty, HQ, TRADOC, will most likely make similar cuts, in proportion to projected decreasing student loads. Although difficult financial times lie ahead for the College and the service, the institution will continue to receive budget reductions in resources needed, much as it has during other periods of its 113-year history.

2. Decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution.

As detailed earlier, CGSC draws from a diversity of bodies in its decision-making process. This diversity allows the College to stay abreast of important decisions that affect military education and training. These internal

and external advisory bodies meet frequently with the Deputy Commandant and other college leaders to fully discuss important issues.

Over the years, the College has clearly demonstrated excellence in its decision-making processes. A cogent example is the change resulting from the fall of the Iron Curtain fell in 1989. Army and College leaders took very little time to adopt decisive changes in the College's direction for the imminent decisions based on this historic event and to translate those decisions into rapid doctrinal and curriculum changes. That same decision-making process currently allows the College rapidly to shift significant parts of the curriculum from conventional combat operations to OOTW. Because the Army and the College is based on a clear and well-established chain of command, decision making is a major strength in responding to both anticipated and unanticipated challenges.

3. Structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty, and administration.

Far more than a typical civilian institution, CGSC regularly assesses its effectiveness by an extensive evaluation program, using both internal and external sources. Internal measures query students, faculty, and staff. External evaluation sources include graduates and their supervisors, as well as their senior leaders. Together, these measures enable the College to accurately and comprehensively evaluate its effectiveness.

Indeed, the Evaluation and Standardization Division (ESD), routinely provides such information directly to the Deputy Commandant, the College directors, and the course authors/instructors.

The curriculum evaluation system for resident and nonresident courses is governed by CGSC Bulletin 8, *CGSC Curriculum Assessment Program*, which outlines the processes for both internal and external evaluations. Internal evaluation looks at the way instruction is designed, developed, and implemented in accordance with the CGSC Accountable Instructional System, TRADOC directives, and other applicable guidance.

External evaluations measure the acceptability and effectiveness of CGSC graduates and other products (e.g., doctrinal publications) used by the Army in the field.

The College conducts internal evaluations using data collected from various sources, such as the Academic Course and Curriculum Evaluation Survey System (ACCESS), student interviews, student comment sheets, and interviews with faculty. Through the automated ACCESS system, CGSC evaluates the curriculum by measuring each course presented with a standard set of validated questions. These standard questions make up the base of the survey, but are augmented with a number of subject-matter-specific questions for each course. Collectively, ACCESS allows CGSC to measure student response across the complete curriculum and to present College leaders with an analysis of student perceptions.

Following analysis, ESD provides a final report of its findings to the Deputy Commandant, school directors, and course developers who use the information to guide the course review process during formal Post-Instructional Conferences. Internal evaluations occur annually; major external evaluations occur approximately once every three years.

To sum up, the College has a sophisticated and comprehensive assessment program that provides important decision-making information to College leaders and the faculty by giving students and others the opportunity to contribute from their own learning experiences. In truth, program assessment is the foundation of the college planning processes. It is the principal means by which the institution receives feedback from all its constituencies.

4. Plans as well as ongoing, effective planning processes necessary to the institution's continuance.

More than for most other institutions, *long-term or "strategic" planning* is difficult for CGSC. For although College leaders design such instruments, they tend to dissolve in the face of three forces more pronounced at CGSC than at typical colleges and universities. The first of these is a changing world environment to which CGSC often must react suddenly. The

second is the larger institution to which the College must respond (the Army, CAC, TRADOC, and DoD) all of which respond, in turn, to Congressional and Executive pressures. Third, is the institution's own rapid leadership turnover, which tends naturally to modify ongoing plans according to the visions of those leaders themselves. All three forces make continuity in planning less secure than at a college whose personnel do not directly answer national and international emergencies, whose functions do not extend far beyond its own campus, and whose president and other leaders may serve for decades.

Although this situation might appear strategically unwieldy in a civilian institution, the fact is, that whatever its liabilities, the College has survived and even flourished for more than a century, if only because CGSC is too important to fail.

During the past decade, therefore, the College has developed a strategy of flexible short-term academic planning. Each year CGSC produces detailed guidance that provides academic and budgetary policy for the near term. Conversely, long-term strategic planning has been primarily focused on new facilities, acquiring automation, and upgrading existing equipment and infrastructure. The effectiveness of this longer term planning is evident in the creation of Eisenhower Hall, in continuing to update automation, and in beginning the renovation of Bell Hall.

Recent changes in the learning environment and advances in technology, however, have made it increasingly clear that the institution must focus more deliberately on a strategic planning process that links technology, facilities, and the learning environment whatever the obstacles. Recognizing that the challenges of the coming decade will present unique opportunities for the institution, the College recently has undertaken a major planning initiative designed to guide the College well into the 21st Century.

This initiative, known as "CGSC Futures," envisions a key element of a major command known as the Land Warfare University (Figure 23). The idea is to extend CGSC's world-class military institution by incorporating more advanced technology into the broader learning environment, thereby linking the College with other military teaching and research institutions in a common

network to provide College personnel with reciprocal access to knowledge resources from any place, at any time.

Figure 23. The Futures Vision End-State

As an integral part of the Land Warfare University, CGSC provides world-class education in the values and practices of the profession of arms, by appropriately incorporating the latest in education and automation technologies to provide on-demand research and educational opportunities for the student leader, regardless of time or location.

While such an extended academic complex will not relieve CGSC of its obligation to do the nation's bidding, its inherent strengths will help address the other two traditional hindrances to long-range planning. That is, on the one hand, more closely linking the military's academic assets will tend to stabilize relations between commands through their sharing of a common informational matrix and through more deliberately related missions and goals. On the other hand, this interweaving of purposes through technology in more mutually interdependent patterns should promote continuity both vertically (among commands) and horizontally (through time).

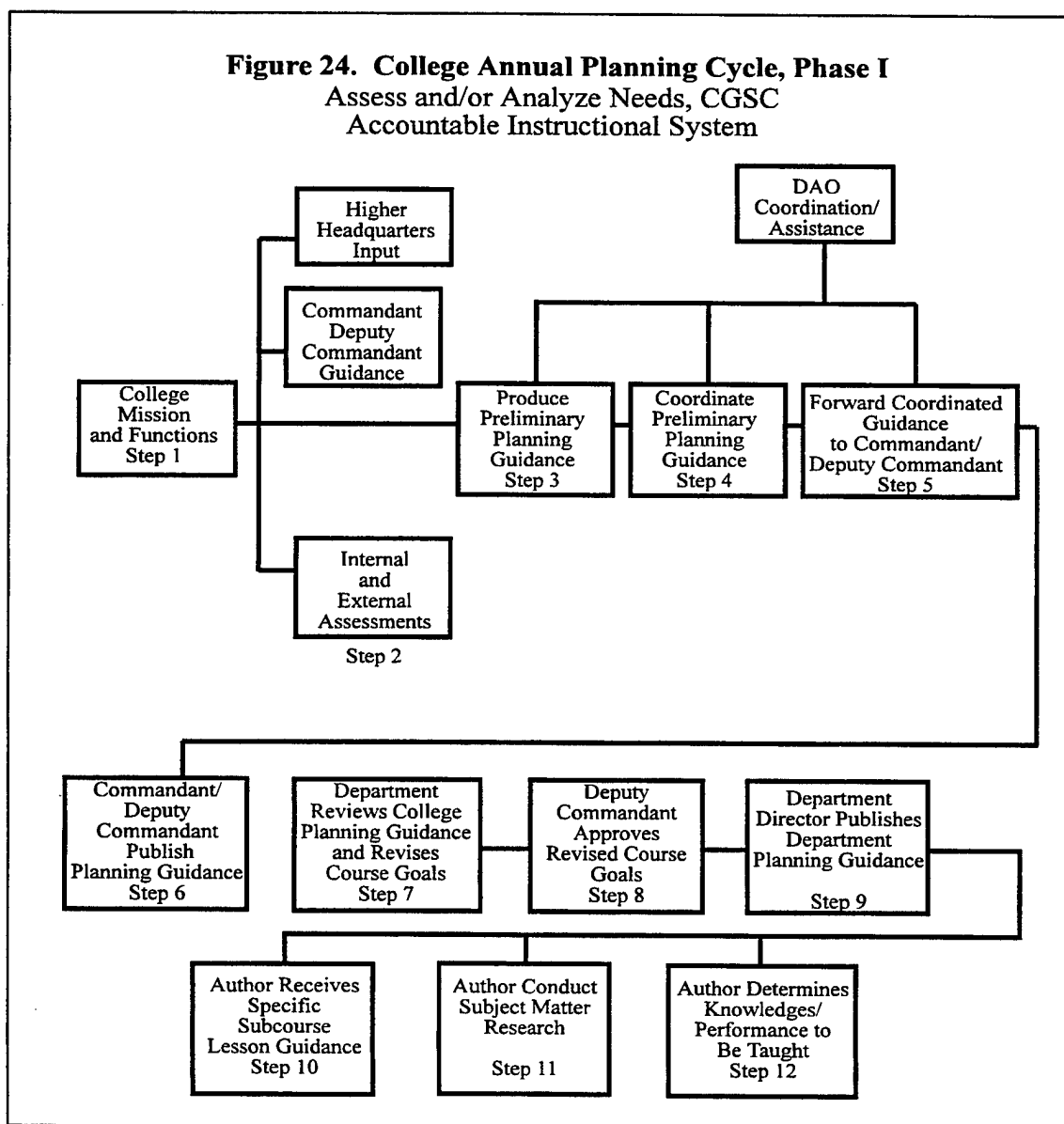
The Director of Academic Operations oversees the CGSC Futures initiative, with close ties to the Land Warfare University Plan under development at Headquarters, Training and Doctrine Command. As currently envisioned, key elements of the CGSC plan include--

- A Classroom XXI Concept (state-of-the-art to come).
- A classroom without walls (through electronic outreach and inreach).
- A campus accessible to all (to more nearly equalize educational opportunity).

The College has established a separate office within the Directorate of Academic Operations to work on the Futures concept and to prepare a document that details the institution's strategic long-range plan. While the cost of realizing such vision seems prohibitive today, technology usually becomes

less costly (and more effective) with time. Thus, Army leaders believe that these efforts, if consistently pursued, will inevitably improve Army education into the next century.

The CGSC Accountable Instructional System provides the foundation for *annual planning*. Phase I of the system describes the step-by-step process that leads to publication of the annual guidance (Figure 24). The guidance provides the policy through which the College develops and executes short-range goals and programs.



For the present, CGSC's relatively short term planning cycles turn on an annual and biannual center. Annual planning at the College is a deliberate process that leads to publication of two key documents: the Deputy Commandant's Annual Guidance and the CGSC Consolidated Guidance. The Deputy Commandant's guidance provides policy guidance that is broad in scope. Its principal purpose is to "chart the azimuth" for the coming year in terms of resources and major academic initiatives. Directors use the Deputy Commandant's guidance as the framework for their own subordinate guidelines.

The most comprehensive and detailed guidance is the Consolidated Guidance, which serves as each school's execution document. In essence, the consolidated document places in one publication a concise summary of planning decisions made over many months of deliberation and assessment. The consolidated document is used throughout the College and particularly by new members of the faculty as part of their initial orientation. Copies are also sent to higher headquarters and other agencies to keep them informed of CGSC goals, objectives, and programs.

In addition to the annual planning guidance, the College periodically undertakes a comprehensive review of its programs to make adjustments to long- and mid-range goals. For example, as mentioned previously, in 1990-91 Brigadier General John E. Miller conducted a major revision of the CGSOC curriculum that was linked to the Army's strategic assessment for the 1990s and beyond. This year-long assessment resulted in a significant change to the Command and General Staff Officer Course, beginning with the College mission and its supporting goals.

Against this background, it is clear that modern information management is centered to CGSC's Futures concept. Therefore, CGSC has constructed a workable, comprehensive *Information Management Modernization Plan* that provides the blueprint for the College's information modernization needs from FY 1994 to FY 1999. The plan outlines both the current baseline and the target architecture for information management in this crucial half-decade. It also develops funding requirements and pinpoints responsibilities.

The plan provides for CGSC eventually to operate within a near-paperless environment. Key elements of the plan include--

- State-of-the-art computer/network file servers.
- Comprehensive electronic mail/bulletin board systems.
- Presentation systems with high-quality computer displays.

The Information Management Modernization is being integrated into the CGSC Futures Strategic Plan. Together they will help lead the College into the 21st Century.

5. Resources organized and allocated to support its plans for strengthening both the institution and its programs.

As a practical matter, CGSC receives Army funding in three accounts: Budget Activity 12, support of general purpose forces; Budget Activity 44, support of other nations; and Budget Activity 32, training. TRADOC determines funding levels and provides long-range and annual budget guidance to CGSC through the Combined Arms Center. Each school and directorate identifies requirements based on the missions, goals, and objectives which they perform or support. Using the Deputy Commandant's budget guidance and prioritized list of objectives, the Senior Program Budget Advisory Committee (PBAC) builds an executable budget by balancing requirements against available funds. The PBAC addresses all resource elements, including civilian labor recommendations. In doing so CGSC determines--

- Funded missions.
- A decrement (priority) list in case of budget cuts.
- A desired unfunded requirements list in case it receives additional funds.

The Director of College Services, in turn, forwards CGSC's unfunded requirements list to the Combined Arms Center for inclusion in the Installation List of Unfunded Requirements (UFRs). The CAC Deputy Chief of Staff for Resource Management then transmits the list to TRADOC. Traditionally,

considerable year-end funds have become available, at local and higher levels, to support CGSC's previously unfunded requirements.

A midyear budget execution review is conducted in April. During the review, schools and directorates brief the Deputy Commandant on budget execution to date, programmed spending for the rest of the year, and key unfinanced requirements. In June, they nominate other fiscal year-end purchases. Eventually, the Director of College Services consolidates the list and coordinates a recommended prioritization in the expectation that funds will continue to become available late in the fiscal year. Figure 25 is a typical yearly cycle.

Figure 25. Fiscal Year Planning

Major Event	Window
Command Operating Budget	January-April
Manpower Management of Change (MOC), Window--Spring	Mid-February
Midyear Review	March-April
Year-End	June-September
Manpower MOC, Window--Fall	Mid-August
Initial Funding	October
Phased Execution Plan	December-January

Criterion 5

The institution demonstrates integrity in its practices and relationships

Patterns of Evidence

The Command and General Staff College has established policies and procedures to assure integrity in its practices and relationships. As a Public and Military Institution, the Command and General Staff College is bound by law to adhere to high standards of institutional discipline and integrity. It is governed by strict regulations concerning contractual relationships and

conflicts of interest--some parts of which currently discourage pursuits that would be acceptable in civilian faculties (limitations on honoraria and payment for publication). The institution also falls under Department of Defense and Civil Service Affirmative Action and other controlling guidelines.

1. Student, faculty, and staff handbooks that describe various institutional relationships with those constituencies, including appropriate grievance procedures.

Students are well-advised on the various relationships existing for them in the College and the grievance procedures available. At the beginning of each course, instructors and counselors advise students of procedures concerning any grievance, including challenges to grades. In addition, course advance sheets describe how students can challenge grades or other academic evaluations. CGSC Bulletin 3, *CGSC Student Evaluation, Graduation, and Awards/Honors Policy*, requires schools to establish appeal procedures for course products.

Students are also advised that they can use an "open door policy" to consult with any member of the College leadership, as described in CGSC Circular 351-5, *Student Handbook Command and General Staff School*. In addition, all students are well aware of the formal grievance channels that exist in the military, including the Office of the Inspector General and the Chain of Command. Last, students can use the Class Director's Office to address grievances of any nature.

Military faculty can also use the Office of the Inspector General and the Open Door Policy to address a grievance. However, the nature of the military encourages officers to use the chain of command. Civilian faculty grievance procedures are well-established in a document that describes the negotiated agreement between the Combined Arms Center and the American Federation of Government Employees, AFL-CIO, Local 738.

As previously described, the College has many other publications (e.g., Catalog and Planning Guidance) that describe institutional relationships in detail.

2. Policies and practices for the resolution of internal disputes within the institution's constituency.

The College's organization is hierarchial, well-defined, and relatively simple. It provides a graduated structure that allows, in most cases, for the integration of differing views and prompt resolution of internal disputes.

The key to resolving disputes in the College is that decision-making processes are well-documented and well-understood. The participatory nature of the numerous standing committees and ad hoc groups promotes a good understanding of how the College operates and resolves disagreements. The compact nature of the campus also allows the face-to-face communication essential to conflict resolution. Therefore, most disputes at CGSC are resolved at the director level or below.

Disputes that cannot be resolved at the director level are brought to the attention of the Deputy Commandant. This occurs either through informal discussions with the parties involved or through more formal mechanisms such as a decision brief or decision paper. During a decision brief, for example, both background discussion and decision options may be presented to the Deputy Commandant concerning virtually any issue. He makes the decision based on the facts and other considerations presented. A special feature of decision briefs and papers is that positions are coordinated among involved parties before going to the Deputy Commandant. This procedure allows the relevant directors to contribute their views of the dispute to its resolution.

Most disputes in the College occur over responsibility for issues. Although there is often room for interpretation in these matters, many proponency disputes are settled simply by reference to CGSC Regulation 10-1, *Organization and Functions*. In rare cases, a grievant unable to gain satisfaction within the local framework may appeal to still higher chains of command, all the way to the U.S. Congress.

3. Policies and practices consistent with its mission related to equity of treatment, nondiscrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community.

For many years the Army has been a leader in fostering equality of treatment among all groups. Numerous programs have been developed to ensure equal opportunity and nondiscrimination. This policy extends to both the military and civilian work force.

At its own level, the College has policies and practices that strongly support the Army and Combined Arms Center equal opportunity and affirmative action programs. These policies are found in three key documents:

- Interim Change 4 to Army Regulation 600-20, *Army Command Policy*, September 17, 1993.
- Combined Arms Center Pamphlet 600-2, *Affirmative Action Plan*, March 8, 1993.
- CGSC Bulletin No. 10, *CGSC Equal Opportunity Program*, April 21, 1994.

At CGSC, the Deputy Commandant is the ranking Equal Opportunity Officer (EEO). He is officially and personally responsible for carrying out provisions of the equal opportunity program, including mandatory training and understanding of the institution's commitment. He is directly charged with assuring a healthy organizational climate and equal treatment for all members of the Army family. His directors provide direct support for this important responsibility.

4. Appropriate support for resources shared with other institutions.

CGSC does not share resources with other colleges and schools in the traditional sense experienced by civilian institutions. At the same time, CGSC does not compete for students, thus eliminating a barrier that could place constraints on sharing of resources. In any case, CGSC's most valued resource,

its faculty, is constantly called on by other Army and sister services agencies--the academics, staff colleges, and war colleges, as well as office staff and field units at all levels--for consultation and subject-matter assistance. Much of this sharing is, in fact, directed by the Army Chief of Staff or the TRADOC or CAC commander. In addition, faculty frequently lecture on an exchange basis at nearby civilian colleges and universities. And, as a good neighbor, CGSC opens its facilities, within security limits, to local groups in need of auditoriums, meeting rooms, and other facilities.

5. Policies and procedures regarding institutional relationships with and responsibility for intercollegiate athletics, student associations, and subsidiary or related business enterprises.

Functions of this sort are governed by appropriate Army or Department of Defense regulations and are overseen by the Garrison\ Headquarters. CGSC has no intercollegiate athletics and little, if any involvement in these areas.

6. Oversight processes for monitoring contractual arrangements with government, industry, and other organizations.

Army regulations and Department of Defense directives are explicit on contractual requirements. Each program requiring a contract is monitored through the installation contract office, and each has a contract officer representative assigned to the project in accordance with federal law, DoD policy, and Army regulations.

All contracting is subject to oversight by the Garrison contracting officer, and contracting procedures are subject to continuous audit by government oversight agencies.

SUMMARY

CGSC meets the five criteria established by the NCA for accredited institutions. As with its responses to the GIRs, the College's replies to the criteria are in some ways unique to the military nature of its mission and

purposes. Nonetheless, within its special requirements, CGSC exhibits an abiding interest in academic excellence as evidenced by the performance of the institution within the Army, and the Army on behalf of the nation.

CHAPTER 5: THE VALUE OF THE SELF-STUDY

Chapter 5 is an appraisal of the value of the Self-Study. It briefly summarizes the principal strengths of the institution, which the College must continue to build on. Just as important, it summarizes those areas of concern the College must address for furthering institutional improvements. That is, like other institutions, CGSC must first recognize its shortcomings in order to develop ways to overcome them. Thus, the action plan in Chapter 6 addresses each strength and concern cited in this chapter. For convenience, a page reference to Chapter 6 follows each of the sections below.

CGSC STRENGTHS

Leadership, Faculty, and Staff

The most important strength of the College is the qualification and professionalism of its people. The 1995 comprehensive review has clearly confirmed that CGSC has the leadership, faculty, and staff with the right academic credentials, operational experience, and expertise to accomplish the mission at hand. This conclusion has also been independently verified by the recent (October 1994) TRADOC Inspector General visit to the College to review instructor qualifications.

Underlying this strength, the College has well-defined criteria and high standards for military and civilian faculty selection. For the military, primary consideration is given both to formal education and operational and staff experience. Similarly, for civilians, strong academic credentials, field experience, and other relevant subject-matter expertise are central to selection. Once faculty are assigned, they undergo a comprehensive faculty development program recognized as one of the best in the Army and proven, over time, in CGSC classrooms.

The proof of the value of CGSC's personnel is the frequency with which they are called upon to take leaves of absence from the College to contribute to ongoing and often crucial operations elsewhere in the world.

Literally not a year passes in which various faculty and staff, and even students, are not called on to join the CGSC classroom with real-world issues. (See Action Plan, page 156.)

Students

The College is fortunate to have a highly intelligent, experienced, and dedicated student body. Officers from all services and from other nations are competitively selected to attend CGSC, and are among the most professionally competent anywhere. They bring to the classroom years of Army, other-service, and other-nation experience in the field, at a level of commitment different from that found in most other professions. Many have participated in combat operations and operations other than war, and more than half have master's or higher degrees. All this previous professional experience and development adds greatly to the productivity of CGSC's learning environment. Although next year's student body will decrease, as part of the Army's downsizing, admission standards will remain high. (See Action Plan, page 156.)

Educational Environment

CGSC strives to provide a stimulating environment to foster the development of leaders with the creativity and intellectual curiosity to encourage continued intellectual growth throughout their careers. While at CGSC, they learn to think originally in applying the principles and doctrine of warfighting to achieve innovative solutions to the complex problems of modern warfare.

At the same time, CGSC balances the rigor of the academic environment with extracurricular activities that enhance student life. The student workload is monitored to ensure that adequate time also is available for family and physical training. The Leavenworth experience aims to provide U.S. and international officers a wide range of activities designed to promote fitness and mental well-being and to enhance mutual understanding of other services and other nations.

The College consciously embraces the principle of academic freedom, as embodied in the 1940 AAUP Statement and as observed at most other military and civilian institutions. Faculty and students are free to express their ideas and opinions with openness and frankness, orally and in writing. Necessary restraints are observed to protect security, in keeping with CGSC's mission, and teaching is coordinated to a degree that some civilian faculty might find surprising. But the development even of coordinated lessons is carried out in a spirit of free inquiry and discussion aimed at producing the best classroom experience possible. (See Action Plan, page 157.)

Missions and Goals

As demonstrated in Chapter 2, CGSC has a well-defined complex of mission statements. The strong planning and review processes each school establishes help the College achieve its mission and goals within the diversification of the institution. A particular resulting strength is that CGSC has been able to attain a high degree of operating congruency among its programs despite sharp differences in their products.

In essence, CGSC achieves its educational mission by providing motivated and talented students with a challenging curriculum taught by a professional faculty. The result is a graduate who not only can plan and conduct military operations, but one who can anticipate change and respond to the uncertainties of a changing world environment. Key to CGSC mission accomplishment is the systematic concept used to design and develop the various curricula. This concept provides for the acquisition of new knowledge and emphasizes the development of the higher cognitive skills necessary to problem solving and decision making, all within an academic framework promoting currency, comprehensiveness, and consistency. (See Action Plan, page 157.)

Governance and Decision Making

As asserted earlier, CGSC draws from a diversity of sources in its governance process. The College also has direct access to the Army Chief of Staff, the Commander, TRADOC, and other senior Army leaders during their frequent visits to the College. This access allows the College to stay abreast

of important high-level decisions that affect military education and training. The institution also has the benefit of input from many boards and committees that help guide important educational programs in the College. These advisory bodies meet frequently with the Deputy Commandant and other College leaders to discuss important issues in an open and candid forum.

An important aspect of the governance of the College is the Commandant's dual role as the Commander, CAC, and Commandant, CGSC. In this capacity, he has the capability to call on the many resources of Fort Leavenworth in support of CGSC educational programs. An example of this advantage at work is the support given annually to the CGSS end-of-year exercise by the Fort Leavenworth Battle Command Training Program (BCTP). BCTP staff spend many weeks working with College personnel to ensure the success of this important exercise. Similarly, over the years, through the Commandant's dual role, CGSC has been able to establish many beneficial working relationships with other post organizations able to enhance College academic programs.

The scope of institutional involvement in College decision making is a significant strength of the governance system. Faculty, staff, and students serve on a variety of boards and committees that allow a free exchange of ideas affecting the conduct of College operations. This approach permits all constituencies a stake in the system and a sense of involvement in the decision-making process. However, there is a cost in the numbers involved in governance. The valuable time required to serve must be taken from other activities directly concerning the classroom. Still, most staff and faculty members have recognized the importance of service on governance bodies and believe the effort is worthwhile. (See Action Plan, page 157.)

Academic Programs and Research

The academic programs at the Command and General Staff College are a unique blend of professional military education experiences equal in their own discipline to those at some of the finest civilian institutions. More important, they are appropriate to CGSC's mission. The breadth and depth of these programs are a significant strength, providing students the diverse skills,

knowledges, and attitudes needed to perform in the field. Also valuable is the intensive, small-group learning environment appropriate to graduate study.

The College also places significant emphasis on research, although not always in the form usually found in American academic life. From students in the MMAS program to faculty who develop and write lesson materials and doctrine as well as publish independent professional scholarship, CGSC produces an abundance of research that provides the field Army and the Armed Forces as a whole with a substantial and advancing body of knowledge. This research also adds to CGSC's academic programs by assuring vigorous inquiry and change in the fabric of the curricula. (See Action Plan, page 158.)

Master of Military Art and Science (MMAS) Program

CGSC's master's degree program is unique. Born only 30 years ago with a handful of candidates, the program now annually enrolls more than 100 aspirants, operates with consistent academic rigor, and produces impressive young scholars as well as military scholarship valuable to the U.S. defense community. It enjoys wide institutional support and enthusiastic participation, even during the current resource reductions with attendant workload increases.

The MMAS program is the centerpiece of the College's accreditation as a graduate school. It generates distinct institutional pride and assures CGSC of the continuing benefits of NCA affiliation and a nourishing involvement with other quality institutions in American higher education. (See Action Plan, page 158.)

Facilities

Even though Bell Hall has not been systematically renovated since its completion in 1959, it has been a more than adequate principal home for CGSC. With the Library's move to Eisenhower Hall, significant additional space has been freed in Bell Hall for other College purposes. To keep the building up to standard, College leaders have regularly invested in its upgrade by refurbishing classrooms, offices, and auditoriums, upgrading undeveloped areas as the mission has expanded, installing and improving automation networks, and in general, keeping the facility in good repair. Large, well-

lighted classrooms, flexible classroom configurations, and multimedia capabilities throughout the building exceed most expectations for small institutions. Facilities problems are addressed promptly, and both students and faculty assist in the upkeep essential to the institution's functioning.

As the renovation of Bell Hall has drawn nearer, some of this systematic restoration has deliberately been deferred in the expectation that new furnishings eventually will obviate the need to service old ones. Meanwhile, departments previously housed in older, outlying buildings have been moved into Eisenhower Hall, where an entirely modern setting helps in completing the work at hand. By design, Bell Hall will next be refitted in stages, so that, by the end of the century, the entire institution will face the future with renewed facilities. (See Action Plan, page 158.)

A bookstore, cafeteria, laundry drop, barber shop, and banking service, all under one roof, greatly enhance the convenience of CGSC life. A fully-equipped gymnasium across the street, and extensive other athletic facilities on post, complete a superior facilities complex appropriate to CGSC's mission.

Traditional Funding

A principal CGSC strength has long been reliable funding, based on the institution's clearly and universally understood importance in the American Defense community and Congress. For most of the decade since the 1985 Team's visit, the College has enjoyed funding priorities high enough to meet, at least adequately, its essential needs and beyond. The completion of Eisenhower Hall, the renovation of Bell Hall, the recent approval of \$308,000 to purchase 64 Pentium PCs for CGSOC, and other conspicuous examples of financial commitment attest to generous funding levels, although the forced budget reductions of the mid-1990s have sharply curtailed expenses and the programs they support.

The College's role in military affairs, while changed to meet the demands of the times, is no less important than it was 10 years ago, and no less deserving of sufficient underwriting. Because the Army's top leaders have acknowledged the College's criticality by pledging continued, if diminished,

support, essential assured funding must be counted as an institutional strength. (See Action Plan, page 159.)

AREAS OF CONCERN

Future Funding

At the same time that the College's funding is certain to continue, the uncertain levels at which it will continue are cause for concern. As recounted above, CGSC budgets through FY 1995 provide adequate levels to maintain programs. Figure 26, which illustrates this problem, shows that since FY 1990, CGSC program dollars (dollars remaining after dedicated mission funds are paid, such as for labor costs, contracts for school administrative functions, and special projects directed by DA) have dropped from \$3.6 million to a projected minus \$100,000 in FY 1996 (converted to FY 1995 dollars at a discount rate of 2.3 percent to account for inflation), CGSC Program Dollars pay for important requirements such as travel, supplies, and for the printing of lesson materials.

As Figure 27 shows, CGSC civilian labor costs are the largest single category of each FY budget. Therefore, if civilian positions are eliminated in order to provide operating program dollars, civilian teaching and nonteaching faculty positions will be jeopardized and new hiring will stop.

In addition to program dollar concerns, CGSC is reviewing other critical areas. The following programs (present or envisioned) currently are under consideration for elimination, deferral, or reduction:

- The *Military Review*.
- The CGSC Press.
- Leader Development Training.
- Continuing education contracts with local universities.
- CGSC educational travel.
- Automation upgrades.
- The doctoral initiative.

- Functional courses.
- The Faculty Professional Development Program.

Figure 26. CGSC Program Dollars*

Fiscal Year	1990	1991	1992	1993	1994	1995	1996
Training Budget	12.6	12.7	15.0	13.1	18.6	12.8	11.1
Program Dollars	3.6	3.5	3.1	2.7	2.4	1.5	(.1)

* Dollars in millions

Figure 27. CGSC Civilian Labor Costs*

Fiscal Year	1990	1991	1992	1993	1994	1995	1996
Labor Dollars	7.2	6.8	7.2	7.5	7.4	7.7	6.8

* Dollars in millions

CARL has also been affected by budget constraints. According to accepted standards, CARL requires 10 additional librarians to handle the workload generated by the greatly expanded facility in the new Eisenhower Hall--at an additional salary level of \$320,000 per year. Without these additional librarians, CGSC cannot provide intended services at levels appropriate to the support of graduate study. A related concern involves a proposal to move the general-purpose Fort Leavenworth Community Library, with its general missions, into part of CARL's new quarters.

One of the key programs being developed by the CGSC Futures initiative is the creation of more automated 21st Century classrooms. Although a recent expenditure of \$2.6 million has moved that portion of the College now located in the new Eisenhower Hall closer to this goal, Bell Hall remains equipped with older technology. Initial funds of \$1.7 million and recurring costs of \$276,000 for FY 1995-97 are required to support continued

progress. At present, TRADOC does not appear likely to fund these additional requirements, although the renovation of Bell Hall will itself include extensive automation upgrades. (See Action Plan, page 159.)

Personnel Strength

CGSC faces personnel constraints as well as financial ones. Under Army downsizing procedures, recent reductions in military faculty authorizations have begun to affect the College. While these impacts are not immediately apparent in raw numbers, they threaten to impede the institution's ability to conduct its education-training missions at the expected levels of excellence.

As projected, CGSC will lose 65 military authorizations in FY 1996. This, coupled with a possible reduction of 29 civilian positions (not all faculty), will seriously affect all College missions. In 1992, total faculty strength numbered 791. In FY 1996 CGSC staff and faculty numbers are projected to drop to 623, a 21 percent decrease, consistent with other Army-wide reductions. Unless student loads are in fact reduced as planned, CGSC will have to discontinue some functions and possibly reduce the amount of small-group instruction employed in its classrooms. Shifting to larger instructional groups and more lecture-centered teaching may, the College believes, have some adverse affect on the learning environment. (See Action Plan, page 162.)

Faculty and Leadership Turnover

Another major concern surfaced by the Self-Study is the College's high rate of faculty turnover. Much of this is associated with the turmoil created by the Army's rapid drawdown.

The College seeks to have its military faculty remain three or four years. This tour length provides relative stability in the teaching departments while still allowing a practical rotation of personnel with recent field experience into the classroom. Invariably, the College has not always been able to meet this goal, and some two-year faculty tours do occur, as they have for many years.

Under current downsizing efforts, the Army's Selective Early Retirement Board (SERB) policy has had a particularly negative impact on turnover. Not only are faculty members being forced to retire early, but the SERB policy is causing others to retire rather than face selective release. The Army will achieve its downsizing objectives in 1996, as dictated by Congress. But normal turnover also presents a challenge. For example, in 1994 the Deputy Commandant, Chief of Staff, Director of Academic Operations, Class Director, and several other key personnel all departed for other positions or retirement. Turnover associated with the Deputy Commandant's position is a particular concern. During the last decade, most Deputy Commandants have spent less than two years at the College. Replacing its chief executive officer every 18-24 months necessarily impacts College governance, decision making, and mid- to long-range planning, since this turnover challenges the institution's ability, at high levels, to consistently oversee its processes and products. This problem is further compounded by an unusually high turnover of directors. (See Action Plan, page 163.)

Academic Overview

CGSC's NCA Self-Study has revealed the need to strengthen the College's academic overview function currently performed by the Directorate of Academic Operations (DAO).

Originally designed to exercise significant academic overview and policy responsibility, the DAO has become, inadvertently, an office concerned with day-to-day academic support functions such as classroom scheduling and registrar activities. Consequently, management of the CGSC Accountable Instructional System, coordination of academic policy, and academic programs among the five schools has recently received less attention than at first intended. Currently, for example, each school develops and executes its own curricula with little horizontal or vertical coordination.

The Self-Study has shown that this problem was compounded in 1993 when DAO redirected five of its training development positions from College-wide activity to a narrower focus on the Command and General Staff Officer Course. Before the transfer, officers in those positions not only provided training-development support for the Command and General Staff

Officer Course, it also managed the Accountable Instructional System and helped develop academic policy for all schools.

Another Self-Study concern associated with academic overview is the placement of CGSC's faculty development and academic assessment functions. When DAO reorganized in early 1994, the organizations responsible for these functions were downgraded. Recently, however, the College has rectified this concern by reestablishing the Faculty Development Division and the Evaluation and Standardization Division. Consequently, both supervisors now report directly to the DAO director and are senior rated by the Assistant Deputy Commandant. (See Action Plan, page 165.)

Minority and Female Representation

Despite progress in attempts to increase the numbers of minorities and women at the College, more needs to be done. The College currently has one female director (CAS³) and one Black male director (School of Command Preparation), which is fair representation compared with other Army figures. However, with the exception of the female director of the CARL, no minority or female civilians hold upper leadership positions. Overall, the College has 18 Black officers and 15 female officers assigned (out of the 374 total military faculty). The College realizes that these representatives do not yet mirror the officer population as a whole. (See Action Plan, page 166.)

Career Value of Instructor Duty

There is some feeling among officers of all the services that instructor duty at any of the service schools is not as career-enhancing as many other assignments. This issue was raised by the House of Representatives Panel on Military Education when its members held field hearings at CGSC and other schools in 1989. In its report, the panel noted that "the dilemma becomes apparent as most officers shun faculty duty in favor of operational assignments or assignments to important headquarters staffs." The report went on to state that Army officers felt that faculty duty "at best is neutral to an officer's career," while Air Force officers described instructor duty as a "holding pattern."

CGSC has long grappled with this complicated issue of faculty duty versus career advancement, which again surfaced during the Self-Study as a weakness in the Army system that impacts the military faculty's morale. The reality is that within the College, faculty of the largest school (CGSS), traditionally do not compete well for command selection and full colonel promotion. Officers who spend over three years at the College believe they are putting their careers at risk.

Even though it is obvious that not all positions in the Army can be filled by officers with high potential for promotion and command, the College and the Army must continue to strive to ensure that its personnel are appropriately rewarded for faculty duty. In fact, CGSC's combined percentage for promotion from captain through lieutenant colonel in 1994 was approximately 10 percent higher than the average. (See Action Plan, page 167.)

College Organizational Structure

Currently, the Assistant Deputy Commandant has formed a Process Action Team to review the College organizational structure. The Team's task is to review the structure, in terms of downsizing and functional efficiencies, and to develop options for the College to carry out its mission with less resources. The Team is placing special emphasis on consolidation of similar functions and elimination of nonessential administrative layers. The College will use the Team's report as one of the key inputs for the Deputy Commandant's Planning Guidance scheduled for publication in December. Emerging results will also be presented to the NCA accreditation team on its arrival. (See Action Plan, page 169.)

Faculty Council

The role of the Faculty Council is another concern raised during the Self-Study. Unlike counterpart organizations at civilian institutions, the CGSC Faculty Council over the years has not been a consistent contributor to the College's decision-making process. This variance has resulted partly from the differing views College leaders have held over the years concerning the council's role in governance, partly from the frequently changing personnel

making up the council itself, and partly from the military's inclination toward the chain-of-command approach to solving problems. Nevertheless, the Self-Study suggests that a process is needed to reexamine the role of the faculty council and to strengthen its utility to the institution. (See Action Plan, page 169.)

Faculty Professional Development

One of the most important elements of the CGSC Faculty Development Program is participation in civilian education programs as well as seminars and symposiums conducted among the Services. In fact, participation in such activities complements CGSC's mission to promote and support the advancement of military art and science.

Yet, this important aspect of faculty development has been greatly curtailed because of rising costs and cutbacks in funding. Faculty still represent CGSC at external meetings on a more limited basis, especially when other organizations provide funds in order to have CGSC subject-matter experts in attendance. However, the College finds it increasingly difficult to meet the needs of all faculty in this important area. (See Action Plan, page 170.)

Long-Term Planning

As indicated earlier, the College has made a determined effort to effect long-range planning while confronting an uncertain future. For the past decade, it has focused important long-term planning efforts on facilities, producing the much needed Eisenhower Hall and the continuous upgrades in Bell Hall. Long-term planning in other areas has included a revised vision of the College's mission and curricula in 1991 and a corresponding restructuring of CGSC's goals and objectives throughout the institution in 1992. These have been followed by a corresponding "Azimuth Plan" to chart and hold a course into tomorrow and, significantly, a comprehensive Automation Plan to help keep pace with advancing educational technology. However, in all these areas implementation is difficult and necessarily incremental owing to the unpredictability of both Army budgets and the world within which the Army must serve. (See Action Plan, page 171.)

SUMMARY

CGSC has benefitted substantially from its 1995 NCA Self-Study. A recounting of the institution's strengths shows that Army and College leaders have invested wisely in the superior people, programs, and facilities that underlie its academic excellence. At the same time, current and projected resource reductions present the College with important concerns that must be addressed to maintain its traditionally high-quality products. The institution is aware, throughout its academic, administrative, and support units, of the need to find creative solutions to these challenges.

CHAPTER 6: ACTION PLAN

The purpose of this chapter is to generate, from the conclusions described in Chapter 5, an action plan aimed at building on the College's traditional strengths while also answering its concerns for both the near and distant future. For several reasons, any such plan, especially in its beginnings, must deal less with specific solutions than with general resolutions, particularly regarding the report's concerns.

First, most of the issues raised are complex, implying lengthier consideration than the Self-Study's timetable has allowed. Second, each of the issues in some measure reaches beyond the College to the wider Army, requiring the assistance of other agencies in finding solutions. And third, the various uncertainties imposed by ongoing reductions in force suggest a need for flexibility in planning until force levels stabilize.

Within that framework, however, beginnings can be made. Thus, the remainder of this chapter is a point-by-point reply to the issues raised in the previous one, beginning with CGSC's strengths.

INSTITUTIONAL STRENGTHS

Leadership, Faculty, Staff, and Students

Response: The College's most valuable asset, the quality military and civilian personnel who constitute the leadership, faculty, staff, and students, is unlikely to deteriorate in the years ahead. The fact that personnel reductions and new accessions, Army-wide, are essentially competitive suggests that the general level of talent and dedication in future years is more apt to rise than to fall. The College, as a critical institution in the Army's education system, is certain to receive its fair share of this prized human capital. To a great extent, this expectation, in turn, inspires wider confidence, because talented people in any organization tend to find ways to overcome impediments along the path to success.

Educational Environment

Response: Given a smaller, but no less gifted or dedicated, workforce, the essence of CGSC's educational environment--the intellectual conviction of its people--should also prosper. Indeed, the current and foreseeable international climate, in which the U.S. must prepare not for a single, superpower adversary but, instead, for diverse contingencies world-wide, demands that tomorrow's faculty, staff, and students a multiplicity of interests, mental agility, and "peripheral vision" far greater than those required during the Cold War era. This realization, already widely appreciated, will of necessity further broaden and sharpen CGSC's academic focus while intensifying the commitment of those in charge of it. Considering also its impressive recent and planned facility upgrades, the College is determined to provide a sound, if lean, educational environment in the years ahead, despite probable further reductions in operating funds.

Missions and Goals

Response: The comprehensive integration of CGSC's missions and goal statements throughout the institution is, for organizational purposes, one of its central strengths. The breadth of CGSC's overall mission statement implies the flexibility necessary to modify any part of the structure as may be required. Just as clearly, the permanent process by which that structure was developed will enable College leaders to adjust missions and goals as needed to meet the demands of a changing Army in a changing world. Further, the fact that military personnel are, by training, members of a mission-based profession accustomed to accommodating sometimes sudden change is a major advantage for CGSC today. All these considerations taken into account, the time and effort spent developing CGSC's complex mission statement have in effect installed a beacon for navigating through the difficult times ahead.

Governance and Decision Making

Response: Because the College's external governance structure is largely a matter of Constitutional and statutory law, it provides a strong and stable base for institutional decision making. At the same time, Army organizations are always subject to realignment in the name of greater

efficiency and enhanced responsiveness to the national interest. College leaders believe that both dimensions of this process serve CGSC's future. On the one hand, the institution occupies a key position grounded in national necessity; on the other, the reorganizations that, historically, have surrounded the College have more often than not acknowledged and enhanced its centrality in Army education and military affairs at large. Similarly, CGSC's internal decision-making apparatus is also well-established in its traditional groundings and constituency inclusiveness, while still providing flexibility. The continuity of all these structures suggests a permanence and resilience the College can build on in meeting future requirements.

Academic Programs and Research

Response: Like its educational environment, CGSC's academic programs, with concomitant research interests, stem from the College's mission and take life from the commitment of the people to whom they are entrusted. Therefore, the best assurance of programs that will flourish tomorrow is a substantial investment in faculty, staff, and student excellence today. The competitive selection, promotion, and retention policies alluded to above support that investment in excellence and, through it, promise a continued, vital academic life. At the same time, academic preeminence, military or civilian, requires investments in other forms than human capital, specifically in funding for faculty development through research and related travel. Although these funding levels have been reduced in recent years, the fact is that most of it remains. Further, support simply must continue at some effective level for, in the last analysis, the Congress and Army must field CGSC graduates and doctrine necessary to America's defense. Obviously, College and Army leaders are aware of these requirements and are committed to meeting them, even within the confines currently imposed.

Facilities

Response: Much has been said already about CGSC's building and renovation program, with Eisenhower Hall as clear evidence of its viability to date. The fact that the College is not entirely the master of its own budget, depending on Congress and the Chain of Command for facility upgrades, necessarily creates a measure of uncertainty as to the program's funding levels

during austere times, especially if CGSC is compared with more self-sufficient civilian institutions. On the other hand, CGSC's funds derive from the nation's largest revenue base, and, to the present, Army leaders have demonstrated strong support for facilities enhancement at CGSC and Fort Leavenworth, in general, as the excellent condition of the post's infrastructure plainly shows. Therefore, the College presently anticipates the beginning of the next phase of its facilities development plan--the renovation of Bell Hall.

Traditional Funding

Response: Each of the discussions above relates implicitly or explicitly to funding. As revealed earlier, for most of the past 10 years, and before, the College has been the recipient of more than adequate program funds, supplemented by year-end monies usually dedicated to previously unfunded requirements, especially library materials. As the College's chief financial support, these sources of funding must continue, albeit at lower levels than the institution and the Army would like. Even with the steep budget cuts of the mid-90s, the Army will persist in investing millions of dollars annually in CGSC operations, with most of those amounts invested, significantly, in military and civilian faculty and staff salaries. In the following years, funding levels are expected to level off, perhaps to resume thereafter a slow annual growth, or even to rise more sharply with changes in the public disposition toward national defense. In any case, College leaders will continue making the institution's case through the chain of command to the Army's top leaders who, to a person, believe in the necessity of a robust CGSC even in periods of austerity.

INSTITUTIONAL AREAS OF CONCERN

Future Funding

Response: As indicated previously, CGSC's traditionally generous funding has in recent years diminished. Funding is still adequate, but the possibility of leaner times to come is real. The College's main concern in this area is that reduced budgets will, in time, jeopardize important programs. These apprehensions are reinforced by the fact that, as funding levels have

been lowered, the College has cut less-essential activities to meet budget. Clearly, the College and the Army must find ways and means to assure continued academic excellence, as pledged, whatever the cost. These steps will include the following:

1. The most obvious solution is for College leaders to press CGSC's case in the strongest possible terms to Army budget makers, senior Army leaders, and to the TRADOC chain of command. Emphasis already has been placed in obtaining current funding levels which, though reduced, are higher than those of most other schools in the system. This persuasive pressure must continue for the College's needs to be met. Three important advantages contribute to CGSC's likelihood of success. First, the Army Chief of Staff and the TRADOC commander frequently visit the College; they understand CGSC's importance, and they spend extensive time with the Commandant and Deputy Commandant during their visits. The Chief of Staff is an alumnus who, in the late 1980s, served as Deputy Commandant. Second, the Commandant, also an alumnus, was, in the early 1990s, CGSC's Deputy Commandant and, in the mid-70s, a faculty member, resulting in his unusually deep understanding of the institution and its needs. Last, the Deputy Commandant has recent experience in Pentagon budgeting circles, imparting to him an uncommon grasp of the Army's budget processes.

2. In addition to programmed funding, the College recently has been successful in acquiring monies from other Army agencies to support CGSC activities. Recently, for example, the Deputy Commandant secured \$300,000 in external funding for the purchase of new computers for Bell Hall classrooms. The Director of Graduate Degree Programs has obtained substantial Reserve Components funds to underwrite the MMAS Consulting Faculty as well as Army Chief of Staff funding for faculty participation in professional conferences. The College also has gained from the Department of the Army several hundred thousand dollars to support CGSC students enrolled in nearby civilian master's degree programs while attending CGSC. In short, through successful lobbying, the College has been able to supplement its regular income from a variety of external sources and will continue to do so.

3. To supplement such program funding in the longer term, the College has recently adopted, at the suggestion of its Advisory Committee, two other strategies it believes will bear fruit in the future. The first is to create an alumni association and foundation whose purposes mutually will be to serve the College's graduates and the College itself. Much of the association's effort will be directed toward fund raising. The second is to seek the support of automation vendors in establishing at CGSC a new-technology test bed, equipped at the supplier's cost with current hardware and software, in exchange for developmental feedback on the systems in use. Other civilian and military institutions have implemented both types of programs, and both represent new initiatives for increasing CGSC's financial support in the years to come.

4. An obvious reverse solution for optimizing diminished or undiminished resources is reducing the CGSC student body in one or more of its parts. Indeed, in a downsizing Army, smaller student bodies across the school system would seem inevitable. Discussions in Congress, currently focused at the Services' senior college level (the war colleges) already include proposals to reduce student populations there by approximately 23 percent. While to date this debate has not targeted the command and staff colleges, their eventual inclusion seems likely. In opposition to this movement, some in Congress believe that the education of the officer corps should be sustained at current levels despite the reduction of the overall force. In any case, if CGSC student loads are reduced, some support requirements will diminish as well, bringing the College's bills into closer alignment with its income.

5. It is sometimes suggested that another source of resources might be newly self-supporting activities formerly supported by program funds. In this view, one such activity might be the *Military Review*, whose operation would be funded entirely from subscriptions and other revenues, like most civilian scholarly journals. Similarly, many CGSC texts, until now issued without charge to students, might be sold like other college textbooks to reduce printing costs. Parking spaces, to date supplied without fees, might also become an annually self-renewing source of revenue, as they are at most other institutions. These are imaginative ideas worthy of exploration. Preliminary inquiries, however, appear to show that--under current laws and regulations--CGSC as an institution supported by appropriated funds cannot apply nonappropriated funds, like most of those mentioned, to its operations. Thus,

changes in the law may well be required to make such options realistic. In a real sense, CGSC's special status separates it from solutions common among civilian institutions. Nonetheless, the College will follow these ideas to conclusion before setting them aside.

Personnel Strength

Response: Like the rest of the Army, CGSC has absorbed reductions in assigned military officers, NCOs, and enlisted people during the current downsizing. To a much greater extent, the College has been able to protect its civilian workforce, especially civilian faculty members (at this writing, none have been released). While these losses have had predictable effects on anxiety levels, most other Army organizations also have experienced proportionate reductions, as have many private-sector organizations in the current national pattern of institutional downsizing. Given this virtually national context, the issue has become finding constructive ways to deal with inevitably lower staffing levels, especially among military officers. These measures will include the following:

1. **Communication with Top Army Leaders.** Although recent reductions have curtailed some CGSC operations and increased the workloads of those who remain, staffing generally is still adequate to accomplish the College's key missions. To maintain this strength, the institution's leaders are, and will continue, making every effort to minimize further reductions by impressing on higher leadership the hazards of further losses.

2. **Reorganizational Efficiencies.** Owing partly to the NCA Self-Study and partly to recent and anticipated personnel reductions, the College currently is conducting a comprehensive "reengineering" study to determine how changes in CGSC's structure, processes, and distribution of assets may lead to more efficient mission accomplishment. Although this project is still incomplete, as the NCA Self-Study concludes, the College is convinced it can reorganize effectively and still accomplish its traditional mission. Significantly, the reengineering study involves the efforts of the Deputy Commandant, the Assistant Deputy Commandant, and all of CGSC's directors.

3. Reconfiguration of Classes. If CGSC chooses not to reorganize broadly, the more limited option remains to teach selected classes in larger sections under senior faculty, combined with smaller discussion groups led by more junior instructors and assisted on occasion by students with advanced education and experience in the subject at hand. Many professional schools conduct some larger classes without sacrificing significant student-faculty interaction, reserving seminars for more advanced instruction. CGSC is fortunate in this option in having an unusually mature, seasoned, and professionally committed student body whose members, generally speaking, are eager to assume active and even leadership roles. Although it prefers the small-group teaching methods extensively adopted in the 1980s, the institution formerly produced superior officers, doctrine, and other publications while teaching in larger configurations. Obligated by necessity, the College can do so again, at least to some extent, until a time of less stringent resourcing.

Faculty and Leadership Turnover

Response: As discussed earlier, CGSC has long experienced, by design, much higher levels of faculty and leadership turnover than have typical civilian institutions. By any reckoning, the price of this renewal in personnel and program turbulence is high, especially when compared with most civilian expectations. However, the College has had (and declined) many opportunities to alter this policy in response to internal and external recommendations, including those of its Advisory Committee. The fact that the Army and, to a similar degree, the other Services have chosen to accept this exchange indicates their belief in its merits, despite its price, and suggests that these advantages have not been effectively communicated to many of the College's observers. Subjects to be included in addressing this persistent issue include the following:

1. Value to the Officer. The College should make clear to all interested parties that relatively short military tours are essentially driven by the Army's assignment and promotion system, which is rooted in law and cannot be unilaterally altered. As a related matter, significantly longer CGSC tours would in all likelihood damage officers' careers by depriving them of other experience rightly viewed as developmental for those who will occupy positions of higher authority. Thus, relatively short faculty tours, while

attracting a certain amount of criticism, have great value for promising mid-career officers.

2. Value to the College. CGSC must also make clear that this policy has substantial value for the College itself. A principal benefit is to strengthen instruction by assuring a constant infusion of up-to-date field experience into the classroom and boardroom where, given the business at hand, currency is vital. An important by-product of this currency is credibility in the eyes of the students, to whom the issues of the day invariably are more than theoretical. Nonetheless, some selective and even accidental stabilizing does occur among faculty, staff, and even directors. Officers with particular academic interests and talents, those sent to CGSC with acknowledged, longer term missions, and those wishing to remain at CGSC for compassionate reasons are among those who may spend a decade or more at the College.

3. General Officer Development. The College should also emphasize the crucial point that, at the level of the Commandant and Deputy Commandant, longer tours may be particularly unacceptable to the larger Army, which, after all, the College must serve. The fact is that both positions are viewed by top Army leaders as unparalleled developmental assignments for general officers with potential for the highest command, as illustrated by their having traditionally produced numerous Chiefs of Staff, Vice Chiefs of Staff, and TRADOC commanders, as well as numerous occupants of most other key Army positions. As such, these positions cannot also be long-term appointments centered on institutional continuity. Yet the record of CGSC leaders who have advanced to the Army's highest positions clearly illustrates the importance the service accords to the College in providing for the Army's ultimate success.

4. Civilian Continuity. In addition to all these considerations, CGSC retains a committed cadre of civilian leaders, faculty, and staff whose Civil Service career status functions as a sort of tenure and imparts stability at all levels of the College. Although most of these professionals teach military history, their colleagues are to be found in other schools and departments as well, where they act as a governor on the pace of institutional change. In this connection two ranking civilian positions are of particular note. The Director of Graduate Degree Programs and the George C. Marshall Professor have

served the College for 20 years and 15 years, respectively. Both regularly attend Senior Staff Council Meetings and report directly to the Deputy Commandant. Both also are known to other members of the Army's high chain of command. Additional balance is evident in the fact that one has been, over the years, primarily an administrator but also a teacher, while the other has been primarily a teacher but also an administrator. The roles and number of these important forces for continuity have grown over the years and, because of their widely accepted value, they are likely to continue in the years ahead.

Academic Overview

Response: Notwithstanding these considerations, the CGSC Advisory Committee and the NCA Self-Study committee, as well as other independent corroborators, have recommended that the College's academic overview processes be improved by the appointment of a civilian provost or dean. This key official, with an earned doctorate and demonstrated academic administrative experience, would report directly to the Deputy Commandant, oversee academic operations, further stabilize programs, and promote institutional continuity through long-term planning.

Although this innovation has precedent at other Service's institutions, it has proven controversial at CGSC, where similar positions traditionally have been filled with military officers (advised on technical and policy matters by long-serving civilians). Out of this difference has arisen a third idea which would establish not a broadly empowered provost but instead a civilian dean of academic affairs with somewhat narrower controls over curriculum development, faculty development, and institutional assessment. Implied in this option is the possibility that, if the academic dean proves successful, the position might eventually grow into that of a provost. Still a third recommendation has arisen to install a colonel in such a position for five years, to be replaced by a succession of others when the term is over. This issue is not yet resolved, but steps to be taken in its resolution include the following:

1. The College will establish a special committee to study in greater detail the merits and demerits of the available options.

2. The findings of the special committee will be evaluated by the CGSC Senior Staff Council.

3. The experience of other military institutions with similar positions will be taken into account in formulating CGSC's decision.

4. The experience of civilian colleges and universities in defining similar positions will be included in CGSC's analysis and eventual course of action.

5. The College's leaders will determine the best solution and arrive at a decision to be presented to the Army Chief of Staff for approval and additional implementing guidance.

6. Consistent with the ongoing reengineering initiative described above, CGSC will reorganize as necessary to implement the decision adopted.

Minority and Female Representation

Response: College and Army leaders have been aware for years that the institution's demographics are not consistent with those of the Army and society at large. To a great degree, however, decisions determining minority and female representation among faculty and staff lie outside CGSC's control, since Army personnel managers and officers themselves strongly influence individual assignments. Over the years, some improvement has been made in this area, although not enough to resolve the issue. Continued actions in this direction will include the following:

1. The College will continue to recruit quality minority and female members for leadership, faculty, and staff positions. In addition to using formal recruitment procedures, CGSC will encourage its personnel to promote faculty and staff service to well-qualified minority members and women on a more personal basis. The College's leaders will also continue to emphasize to their counterparts in the personnel system the importance of CGSC's including as many members of these groups as is reasonable within the system's inherent limitations.

2. CGSC also will make a greater effort to increase the community's understanding of those limitations, not to deflect criticism but to promote more informed discussion. For example, it may not be widely realized that superior minority and female officers are in great demand to fill other preferred positions throughout the Army. Thus, the Service as presently composed, simply cannot assign specially qualified members of all groups in sufficient number to correct statistical imbalances Army-wide.

3. Similarly, in the special case of women officers, attention should be drawn to CGSC's deliberate focus on combat operations. In effect, this specialization prevents the assignment of large numbers of women since a high percentage of military faculty and staff must have had substantial experience in male-dominated tactical and operational units. In a certain sense, therefore, the College's very mission, despite the institution's persistent efforts to address this situation, dictates a primarily male faculty and staff. Realizing this emphasis, assignable female officers sometimes choose other assignments over CGSC positions, thereby unintentionally contributing to the imbalance at issue.

4. In keeping with past efforts to balance all forms of representation, CGSC will continue seeking new ways to bring greater numbers of minority and female officers into the College community. As the Army prepares to enter a new century with new challenges and new missions not as focused as traditional combat models (such as disaster relief), innovative means of progressing in this area may emerge to better address this dilemma.

Career Value of Instructor Duty

Response: Like the issue of balanced representation, the debate over how much value serving as a CGSC faculty member is in building an officer's career is not new. The fact that most Army careers are, by nature, action-oriented suggests that experience in field units will command greater promotion value in some circles than will classroom experience. To a degree, therefore, this view is simply part of the Army's wider culture, and to a degree it has practical merit. Nonetheless, statistics show that, historically, promotion rates among College officer personnel mirror fairly closely those of the Army at large and sometimes even exceed them. Still, the belief, even if mistaken, that officer's careers may suffer from faculty service may hinder faculty

recruitment and depress morale. Therefore, steps to address this matter must include the following:

1. CGSC will continue to set the pace for excellence in military academic affairs through accomplished teaching, research, publishing, doctrine development, leader development, and other mission activities. By setting the standard for scholastic performance, the institution will continue to attract, as it has in the past, officers to whom these values are intrinsically important, and whose strong performance will encourage promotion.

2. The College will continue seeking top Army leaders' support for academic excellence at CGSC, including the marketing of faculty assignments as valuable elements in career progression. Particularly in recent years, leaders have established a Service-wide climate in which military scholarship, in general, is greatly respected and in which Fort Leavenworth, especially, is revered for its historic centrality in military intellectual affairs. This climate, represented by the enormous investment made in Eisenhower Hall, must be preserved and extended.

3. CGSC will seek ways to improve faculty support and quality of life to encourage likely recruits to select instructor duty and to persist with it once assigned. Working with the Faculty Council, the College's schools will identify measures to enhance faculty productivity and satisfaction. To the greatest extent possible, these initiatives will be integrated with other ongoing institutional changes to make the most of realigned relationships. Support will be extended to the Faculty Development Office to help focus its programs on increased opportunities for faculty growth.

4. The College will seek to establish within each school and department a permanent program to identify, develop, and recruit promising young officers with academic aptitudes. From this beginning a phased, career-development program could evolve. The program might include other school and field assignments in an integrated design to produce especially well-educated officer whose credentials would enhance their promotion and selection potential.

College Organizational Structure

Response: While the NCA Self-Study has been in progress, CGSC leaders have confronted the College's resourcing issues and independently determined the need to reorganize the institution, at least to some extent, for greater efficiency. In fact, it was this determination that led to the Reengineering Study aimed at provoking wider reflections on possible alternatives to the present structure. In pursuing this issue, the College's plans have included, and will include, the following:

1. At the Deputy Commandant's direction, the Senior Staff Council and selected others convened off-site for an entire day to review the problem, discuss criteria for solutions, and evaluate several notional reorganizations developed by the reengineering study group. As a result, substantial consensus emerged as to the institution's needs and the preliminary steps for meeting them. The session concluded by assigning the study group the new task of developing in greater detail additional options created by the Council.

2. Council members were tasked with reflecting on the meeting's substance in order to bring their own conceptions of the issue and any possible resolutions to the next Council meeting. Members left the Council meeting with a resolve to reduce the College's accrued layering of authority and unit specializations, perhaps to the point of merging its several faculties into one body that would serve all component schools.

3. Council members will meet again after a few weeks to review these results, determine the next steps and, if appropriate at that point, devise an overall plan. Significantly, the Deputy Commandant, who was unable to attend the off-site meeting, requested an immediate briefing on its outcome.

Faculty Council

Response: College leaders are committed to enlisting the support of faculty, particularly its faculty councils, in governing the institution. More than any other constituency, the faculty is the College's lifeblood, carrying essential mission elements to execution and, in the process, nourishing the College's entire body politic. Most civilian universities rightly locate

substantial authority in their elected faculty bodies. Despite sharing the conventional view, CGSC, like other military schools, locates authority at the top. Understandably, these incongruent paradigms sometimes produce friction over institutional issues. In addressing this matter, College leaders must consider the following:

1. College leadership has already reaffirmed to the Faculty Council its belief in the Council's value to the institution. This articulation of the Council's importance will continue as leaders meet with other College constituencies over issues of common interest.

2. For possible expansions in the Council's role, the body will be asked to review its charter and to recommend changes that may increase the Council's effectiveness in the interests of both the faculty it represents and the College as a whole.

3. To further demonstrate this conviction, the Deputy Commandant and Assistant Deputy Commandant will engage the Council's leaders in setting for that body an agenda of significant concerns both to reassure its members of their contributing roles and to gain for the College the benefits of their collected wisdom.

4. The Deputy Commandant and Assistant Deputy Commandant will seek to attend selected meetings of the Council, not only to take part in discussions but also to gain, from time to time, a sensing of its general and particular dispositions.

5. The Deputy Commandant will review the Council's minutes and confer with its chairman to determine its posture on issues and the support needed for continued progress.

Faculty Professional Development

Response: College leaders are painfully aware that resource constraints have impinged faculty development programs. Yet, compared with other institutions, CGSC has several strengths with which to exceed these limitations:

1. Substantial funding remains within schools and departments for travel and conferences the College and the Army still deem essential. Other funds are available from outside sources, as discussed earlier. The prospect is that much of this funding, by necessity, will persist, although at what levels has not been determined.

2. Consulting faculty members who visit CGSC in serving the MMAS program will be invited to present lectures and workshops on topics of mutual interest within their areas of expertise. These sessions represent a kind of in-service opportunity without increased cost to the College.

3. Professional exchanges will be explored with nearby colleges and universities whose faculties (and library staffs) may have as much to gain, on a selective basis, from CGSC instructors as the College has to gain from them. Departments of history, political science, geography, and management especially, may have subjects in common, albeit seen from different viewpoints.

4. In-house faculty development sessions, now held sporadically, will be increased to more widely share the tremendous breadth and depth of CGSC's resident faculty. These sessions, perhaps to be held monthly and in the evenings, will be encouraged as a new "Faculty Roundtable" to denote the equal footing of attendees and to promote participation and attendance. Members of other nearby faculties will be invited to attend, and visiting military and civilian dignitaries will also be asked to take part.

Long-Term Planning

Response: The maintenance of a financially viable, comprehensive, long-term strategic plan is essential for the continued accomplishment of CGSC's missions and goals. The plan must focus on moving CGSC into the 21st Century based on the realities of downsizing and technological changes that will affect the learning environment. More important, the plan must address the reality that CGSC must find ways to do more with less--both in personnel and in funds. Key elements of a long-term strategic plan for the College will include the following:

1. Redevelopment of CGSC's concept for future long-term planning. The concept must not only include a review of missions and goals, it must also include an analysis of doctrinal and leader development needs for the 21st Century. The concept must reflect the expectation that CGSC's leader development products in the next century probably will be different from those produced today.

2. The plan will address all aspects of the institution, including: the strategic environment, technology, use of simulations, the learning environment, the curricula, organizational structure, financial priorities, and personnel--both students and faculty. All these areas must be integrated in a comprehensive manner.

3. Part of the planning process will be a systematic institutional-effectiveness assessment plan to monitor and revise long-term planning as needs change. The assessment will be carried out with input from faculty, staff, and students.

4. The plan will not be limited solely to CGSC. It will address linkage to other service schools, library interconnectivity throughout the Department of Defense, and relationships with organizations at Fort Leavenworth, the Army community, and the wider American academic community. The plan will become an integral part of the College's decision-making processes and decision implementing.

5. Target date for publications of the plan is summer 1995. Once approved and published, the plan will form the basis for CGSC to communicate its future needs to the Army leadership.

SUMMARY

Although CGSC's NCA Self-Study has helped to discover important concerns, in addition to institutional strengths, the College has the assets and the will to continue offering quality educational programs while accomplishing its other missions. To address its concerns, the College has formulated a

realistic action plan based on experience and vision. The plan is deliberately general at this stage to permit flexible responses to a changing environment.

Considerable commitment has been invested and determination made to address CGSC's challenges at the close of the 20th Century. More will be needed. Nonetheless, a mission based on national necessity; a long and distinguished history; the prospect of continuous, if reduced, funding; impressive facilities; and, most of all, dedicated people augurs well for the Command and General Staff College of the future.

AFTERWORD

The underlying aim of an NCA Self-Study is to foster institutional improvement. During its 1995 comprehensive review, CGSC has indeed laid the basis for further evolution and service. Continued excellence will come from the discovery of substantial strengths on which to keep building, and significant concerns that, through promoting change, in their own way represent opportunities for growth. The process has been a challenging one, calling forth leadership, teamwork, and conviction. It has been, as well, a healthy process, demanding self-examination, requiring self-assessment, and promising self-renewal. These capacities, among others, will serve to strengthen the institution as it faces the uncertainties of the 21st Century. From CGSC's perspective, therefore, the four goals initially set forth in its 1995 Self-Study Plan have been achieved, confirming the aptness and value of the College's continuance in the years ahead as a full partner in the North Central Association and American higher education.

APPENDIX A: GLOSSARY OF TERMS

AAA	Army Audit Agency
ACE	Academic Counsellor/Evaluator
AD	Air Defense
ADC	Assistant Deputy Commandant
Admin	Administration
AG	Adjutant General
AMSP	Advanced Military Studies Program
AN	Army Nurses Corps
AOASF	Advanced Operational Art Studies Fellowship
AR	Armored Corps
ARNG	Army National Guard
AV	Aviation
AVN	Aviation
AY	Academic Year
Bde	Brigade
BG	Brigadier General
BGM	Budget and Manpower Guidance
Bn	Battalion
CAC	Combined Arms Center
CAL	Center for Army Leadership
Capt	Captain
CARL	Combined Arms Research Library
CAS ³	Combined Arms Services Staff School
CCP	Course Concept Proposal
CD	Combat Developments
CDD	Corps and Division Doctrine Directorate
CGSC	Command and General Staff College
CGSOC	Command and General Staff Officer Course
CGSS	Command and General Staff School
CH	Chaplain Corps
CL DIR	Class Director
CLTD	Civilian Leadership Training Division
CM	Chemical Corps
Cmdr	Commander
CMDT	Commandant
COL	Colonel
CONARC	Continental Army Command
COOP	Cooperative Degree Program
CSI	Combat Studies Institute
CTAC	Center for Army Tactics

DA	Department of the Army
DAO	Directorate of Academic Operations
DCS	Directorate of College Services
DCSRM	Deputy Chief of Staff for Resource Management
DE	Dental Corps
DJCO	Directorate of Joint and Combined Operations
DLRO	Directorate of Logistics and Resource Operations
DoD	Department of Defense
DTIC	Defense Technical Information Center
ECP	Early Commissioning Program
EN	Engineer Corps
FA	Field Artillery Corps
FI	Finance Corps
FM	Field Manual
FY	Fiscal Year
GAO	Government Accounting Office
GED	General education development
GO PCC	General Officer Pre-ommand Course
HS	High school
IN	Infantry Corps
IPC	Instructor Preparation Course
IRAC	Internal Review and Audit Compliance
JA	Judge Advocate
LCDR	Lieutenant Commander
LID	Leadership Instruction Division
LT	Lieutenant
LTC	Lieutenant Colonel
MAJ	Major
MC	Medical Corps
MGO	Missions, goals, and objectives
MI	Military Intelligence Corps
MMAS	Master of Military Art and Science
MOC	Manpower Management of Change
MP	Military Police Corps
MS	Medical Service Corps
MSG	Master Sergeant
NCA	North Central Association of Colleges and Schools
NCO	Noncommissioned Officer
NSC	National Simulation Center
OAC	Officer Advanced Course
OBC	Officer Basic Course
OCS	Officer Candidate Course
OD	Ordnance Corps

OOTW	Operations Other Than War
PBAC	Program Budget Advisory Committee
PDP	Professional Development Program
PFC	Private First Class
PJE	Programs for Joint Education
PLC	Primary Leadership Class
PME	Professional Military Education
QM	Quartermaster Corps
RAM	Random access memory
RC CAS ³	Reserve Components Combined Arms Services Staff School
RMO	Resources Management Office
ROTC	Reserve Officers Training Corps
SAMS	School for Advanced Military Studies
SC	Signal Corps
SCP	School for Command Preparation
SCT	School Core Training
SERB	Selective Early Retirement Board
SF	Special Forces
SFC	Sergeant First Class
SGM	Sergeant Major
SGT	Sergeant
SIBS	Standard Installation Budget System
SOCS	School of Corresponding Studies
SP	Shore Patrol
SPC	Specialist
SSG	Staff Sergeant
STANFINS	Standard Financial System
SWA	Southwest Asia
TBD	To be determined
TC	Transportation Corps
TRAC	TRADOC Analysis Command
TRADOC	U.S. Army Training and Doctrine Command
USA	United States of America
USAF	United States Air Force
USAFA	United States Air Force Academy
USARF	United States Army Reserve Forces
USMA	United States Military Academy
USMC	United States Marine Corps
USN	United States Navy
USNA	United States Naval Academy
VC	Veterinary Corps
VCR	Video Cassette Recorder

Vet
WO5
YG

Veteran
Warrant Officer 5
Year Group

APPENDIX B: THE NCA PLAN, CGSC SELF-STUDY AND REPORT, AND THE NORTH CENTRAL ASSOCIATION 10-YEAR COMPREHENSIVE REVIEW

I. INTRODUCTION

A. REQUIREMENT. In late February 1995, a North Central Association (NCA) evaluation team will visit the Command and General Staff College (CGSC) for several days. The team's mission will be to examine College operations, on-site, toward validating CGSC's first 10-year comprehensive Self-Study and report. Based on its findings, the team will forward a recommendation to the NCA Commission on Institutions of Higher Education for determination of CGSC's continued accreditation as a graduate school. The importance of this outcome to the College cannot be overstated.

B. RESPONSE. In preparation, CGSC will conduct a College-wide, institutional Self-Study over the next year, culminating in a comprehensive, written report of the findings. The Self-Study, planned last fall and launched by the Deputy Commandant with a briefing to the Executive Steering Committee just before Christmas, will constitute a major College-wide endeavor encompassing all activities. Therefore, for optimum success, it must receive everyone's best effort. The purpose of this Self-Study Plan is to organize those efforts.

C. SELF-STUDY THEME. The unifying idea that will knit together the Self-Study is "The Leavenworth Experience." This complex idea, often referred to by the Chief of Staff, Army, and the opening discussion topic of the Deputy Commandant's November 1993 off-site Director's Meeting, is broad enough to include all College and Post activities. Running like a thread through the study and report, this idea ties together the many units and programs that collectively form the College.

D. THE HANDBOOK OF ACCREDITATION. To assist affiliated institutions in conducting their evaluations and in writing their reports, the NCA has prepared *The Handbook of Accreditation* (1994 edition), a detailed guide to necessary principles and processes. While the *Handbook* does not offer a complete template for any individual institution's review, it provides essential information and basic procedures on which current self-studies are to be based. This edition of the *Handbook*, presently available in "working draft" version, represents considerable change in accreditation procedures compared with earlier editions. Until the final text appears in March 1994, the "working draft" serves the College's purposes. All participants in the Self-Study need to obtain a copy of the *Handbook* from Dr. Brookes or COL Towns (2741/3196) and become familiar with its contents.

E. ACCREDITATION PURPOSES. The primary purpose of NCA accreditation in the mid-90s is to assist affiliated institutions in assessing their performances

and improving their programs within a common framework and for the public good. Although educational community folklore suggests that institutions sometimes approach self-studies with reservations, CGSC's experience with NCA accreditation has been entirely positive: our past reviews have taught us much about ourselves and have contributed meaningfully to our institutional advancement.

F. CGSC SELF-STUDY OBJECTIVES. The following four primary objectives govern the entire Self-Study report:

1. To conduct a searching and comprehensive institutional self-assessment, objectively identifying and candidly reporting both the strengths and weaknesses of an institution of higher education.
2. To discover ways and means to improve our institution.
3. To gain a second, 10-year reaffirmation of our NCA accreditation as a graduate degree-granting institution.
4. To contribute to the NCA accreditation process, toward the betterment of American higher education.

II. THE NORTH CENTRAL ASSOCIATION

A. CGSC AND THE NCA. Following Congressional authorization in 1974 to confer the Master of Military Art and Science degree, CGSC sought and, in 1976, gained accreditation by the North Central Association of Colleges and Schools, the regional accrediting authority for the central United States. As a newcomer to the standards and practices of civilian, voluntary accreditation, CGSC earned, in succession, two 5-year terms as an affiliated institution before gaining a 10-year term in 1985. Because a 10-year term is the longest granted by the NCA (implying substantial confidence in the institution's leadership and operations), the College and the Army were gratified at the 1985 outcome.

Since then, CGSC has steadily gained intellectual momentum, confirming its leadership role in military education and in the development of military art and science. The growth and refinement of the MMAS program, the initiation of new curricula, enhancements in faculty development, the creation of new Army doctrine, the evolution of tactical and operational simulations, the research and publications of the faculty, the long strides made in leader development, and the dramatic expansion and upgrading of physical facilities are only a few of the many significant achievements of CGSC's past decade. In this context, CGSC's continuing effort to initiate a doctoral program will assume increasing importance.

By describing and assessing this record of progress, and by forecasting continued prominence in military education, the College will make its case for continued accreditation.

B. ACCREDITATION HISTORICALLY DEFINED. Voluntary regional accreditation began in the U.S. with the founding of the North Central Association in 1895. As the first, the largest, and the most influential organization of its kind in the country, the NCA has assumed and maintained a position of leadership, innovation, and service in higher education that endures even as the Association approaches its one-hundredth anniversary.

While not required by law, regional accreditation today is so widely recognized as certifying quality programs that educational institutions nation-wide invariably seek affiliation with the association appropriate to their region. With affiliation, colleges and schools gain not only the acknowledgement of peer institutions but also the recognition of professional organizations, government agencies, prospective faculty, staff, and students, and the public at large.

More important through affiliation accredited institutions together discover and cultivate the common ground that nourishes innovation and growth within the profession. This motive was basic to NCA founders a century ago and remains fundamental today, although its implements have evolved considerably over the years.

In the beginning, colleges and schools were measured against fairly explicit standards, but by the 1920s the increasing diversity of institutions' missions and methods had already signaled a need for greater latitude in assessing their educational merit. Consequently, during the 1930s a fundamental shift in emphasis occurred toward more flexible, normative patterns based on assumed similarities beneath institutions' differences. The next several decades, however, saw these normative patterns also prove too constraining for the educational community's ever greater diversity.

Up to the present, the result has been progressively greater flexibility in evaluation processes, aimed at encouraging institutional improvement consistent with certain broad, basic criteria thought to underlie all quality higher education. Thus, the historical pattern in NCA accreditation has been the devising of ever more responsive evaluation paradigms as the pioneers of American education have opened and developed one frontier after another.

C. NCA ACCREDITATION TODAY. Arising from this background, contemporary accreditation in higher education encourages institutional individuality while still insisting that certain common expectations be met. As the *Handbook* shows, this balanced approach is achieved by requiring the institution to address, with its own responses, 24 General Institutional Requirements (GIRs) and to comply, in its own terms, with 5 Accreditation Criteria.

1. GENERAL INSTITUTIONAL REQUIREMENTS. The GIRs establish basic developmental thresholds for institutions to meet and maintain affiliation. As such, each is fairly specific and is to be addressed in as factual, detailed, and succinct a manner as is necessary to a complete response. Taken collectively, they depict an essentially complete skeleton of the organization.

2. ACCREDITATION CRITERIA. The accreditation criteria are complex and invite considerable reflection and discussion. Therefore, responses to them flesh out the skeleton established by the GIRs. Discussed at length in the *Handbook*, they may be stated briefly as follows:

Criterion 1. The College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Criterion 2. The College has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.

Criterion 3. The College is accomplishing its educational and other purposes.

Criterion 4. The College can continue to accomplish its purpose and strengthen its educational effectiveness.

Criterion 5. The College demonstrates integrity in its practices and relationships.

Note well: because the five criteria concern themselves with the core issues of an institution's purposes, priorities, achievements, prospects, and character, its responses to them form the heart of the comprehensive Self-Study.

3. CRITERIA INDICATORS. For each of the five criteria, the *Handbook* suggests several "indicators" of institutional compliance. Some of the indicators probably are almost universal among affiliated institutions; others are less widely applicable. Each institution uses appropriate indicators to gauge its compliance with the criteria, setting aside those that do not apply and creating others that help develop its self-description and assessment.

4. PATTERNS OF EVIDENCE. In applying criteria indicators to its own case, the institution looks for "patterns of evidence" that demonstrate the extent to which it complies, or does not comply, with the indicators at issue. For example, evidentiary patterns may appear over time, across a campus, among personnel, throughout an institution's literature, across its programs, or throughout the entire institution. Their chief value is that,

through meaningful repetition, they tend to make a more convincing case than less recurrent, more anecdotal, evidence.

5. PRACTICAL GUIDELINES. Experience among many NCA institutions shows that, in completing a satisfactory Self-Study and report, an institution is wise to follow 12 practical guidelines:

(a) The Self-Study must have the strong, visible, and articulate participation of the Chief Executive Officer.

(b) The Self-Study must have broad participation across the organization, whose members should be kept apprised of its progress.

(c) Acting as the CEO's agent, a single coordinator should oversee the Self-Study and the writing of the report.

(d) A vigorous Steering Committee should assist the coordinator in securing and sustaining broad institutional support.

(e) The Self-Study must begin with a workable plan, acceptable throughout the institution.

(f) The Self-Study Plan must include a realistic timetable for completing all work.

(g) The Steering Committee and its subcommittees must meet regularly to keep pace with the timetable.

(h) The Self-Study must assess, not merely describe, the institution it represents.

(i) The Self-Study must satisfactorily address all 24 GIRs and all 5 Accreditation Criteria.

(j) The Self-Study should incorporate the institution's own working mechanisms, not only those especially created for the NCA review.

(k) The Self-Study must report the institution's responses to recommendations made at the time of the last comprehensive review.

(l) The Self-Study should be objective in making its assessments, the report candid in describing its findings.

D. SUMMARY. A century of evolutionary experience accrediting NCA institutions of higher education has produced processes that maintain high standards while acknowledging diversity. By applying the 24 GIRs, the 5 Criteria, and the 12 Practical Guidelines to College operations, using well-selected indicators within meaningful patterns of evidence, the institution defines itself, measures its performance, and projects its future. In sharing this approach with its peers, each individual institution stands on common ground with them, while--through asserting its uniqueness--setting itself apart. This balance between the common and the distinctive provides a rich context for the qualitative analysis that is the heart of contemporary accreditation.

III. THE CGSC SELF-STUDY

A. ORGANIZATION.

1. LEADERSHIP. Consistent with the NCA guidelines, CGSC will conduct the Self-Study by drawing on resources College-wide. More important, the Commandant and Deputy Commandant bear overall responsibility for the entire Self-Study effort, with the Council of Colonels serving as their Self-Study Steering Committee. Dr. Philip Brookes, having extensive CGSC experience with NCA accreditation, will direct the project for the Deputy Commandant, assisted by Colonel Stuart Towns, a Consulting Faculty member with long CGSC, and especially MMAS, service.

2. STEERING COMMITTEE. The Steering Committee, chaired by the Deputy Commandant, will oversee and review the progress of the Self-Study. In addition, the body will take direct responsibility for College-mission-level portions of the Self-Study, including CGSC's accreditation history; relationships with DOD, DA, and TRADOC; institutional values and priorities; and long-range planning.

3. FUNCTIONAL COMMITTEES. To conduct the analysis required by the GIRs and the 5 Criteria, three Functional Committees will be formed. Each will be headed by a key CGSC official appropriate to the committee's area of responsibility. Other members of the Committees will have similar expertise while still others, for balance, will represent the College more generally and as users of that expertise. In addition, each committee should include at least one CGSS student to represent that viewpoint. For optimum effectiveness, the suggested size for each Committee is from 10 to 12 members.

While some Committee members will be delegated (because of their special knowledge), others will be selected from volunteers who, for professional reasons, would like to play a significant role in the NCA Self-Study. At the instigation of its chairman, each Committee will form, meet regularly to determine its methods, identify resources needed, lay out its schedule in accord with the Self-Study Master Timetable (see II. F), accomplish

its work, and track its progress. Dr. Brookes and Colonel Towns will assist each Committee, monitor its advancement, and coordinate with CGSC leaders as necessary.

(a) ACADEMIC COMMITTEE. The Academic Committee will be chaired by Colonel Rick Swain, who brings to the undertaking his long and varied CGSS and SAMS experience as a student, a faculty member, CSI Director, author, and practicing historian. The Committee's responsibility will be to describe and assess the College's essential and important academic life, including the curricula of the five schools, their special programs, and their faculty and student bodies as academic entities.

(b) ADMINISTRATION COMMITTEE. If the Academic Committee's work is central, the Administration Committee's subject consists of the framework and systems that regulate College operations. To this Committee's concerns belong CGSC's leadership structure, staff organization, and governance procedures--the mechanisms that chiefly control the rest of the institution. It will be chaired by Dr. Ernest Lowden, who brings to the project extensive field experience as well as a broad CGSC faculty and staff background.

(c) SUPPORT COMMITTEE. If the Academic and Administrative Committees' areas are essential and central, the Support Committee's responsibilities are basic, since resources--human, financial, and material--underlie and sustain all CGSC programs. The Committee will be chaired by Lieutenant Colonel Rick Hart, the College's broadly experienced chief resource officer. The work of the Support Committee will include not only CGSC manpower, budget, and facilities, but also other College and Post support such as automation; Alumni Association activities; and social, recreational, and spiritual resources.

B. COMMITTEE PROCEDURES. With Deputy Commandant and Steering Committee approval of the Self-Study Plan, the Committees will form and meet as described above. To begin, each Committee Chairman will identify to Colonel Towns, by February 15, 1994, the personnel necessary to the Committee's success, as well as volunteer members as described above. The list of volunteers will be available from Colonel Towns. Each Committee member will then receive a letter of appointment from the Deputy Commandant.

To facilitate each Committee's first meeting, Dr. Brookes and Colonel Towns will, at the chairman's request, provide introductory NCA Self-Study training to members or offer other assistance as needed. Also at the first meeting, Committee members will receive copies of the CGSC Self-Study Plan and the NCA *Handbook*. Each member will read and reflect on both documents to prepare for the next meeting, at which the organization of the Committee's work, as described above, will be decided.

With their organization and scheduling determined, the three Committees will proceed with their work as outlined. Specialized assistance (survey data, word-processing,

other automation, etc.), can be obtained by coordinating with Colonel Towns. From time to time, the chairmen, Dr. Brookes, and Colonel Towns will meet with the Steering Committee to advise its members of progress and of problems that may require their attention.

As the Committees pursue their work, they will need to turn to other elements across the College for information and other assistance. Because the entire institution is accredited, all units have a requirement to extend cooperation and support as needed. Indeed, as noted in the Practical Guidelines, it is the NCA's intent that all parts of the College participate in the Self-Study, both to contribute to it and to benefit from the experience contribution affords. Accordingly, Functional Committee Chairmen will seek the Chief of Staff tasking authority as necessary to assure smooth coordination. Both the Commandant and Deputy Commandant have expressed support for this College-wide approach to CGSC's comprehensive review.

C. PROCESS FOR JOINT EDUCATION (PJE) SELF-STUDY INPUT.

Compared with most institutions beginning an NCA Self-Study, CGSC has a significant head start, owing to the successful completion, last fall, of our PJE accreditation review. As noted among the Practical Guidelines, CGSC's NCA Self-Study should incorporate existing institutional mechanisms for program review and improvement wherever they prove fitting. In that context, portions of the PJE Self-Study may be considered for inclusion in the NCA effort. In such cases, the PJE material should be reviewed by the appropriate Committee to confirm its relevance, to make needed adjustments, and to decide where it should be included. While the NCA Self-Study cannot merely repeat our PJE experience, properly comparing and integrating some elements of the two studies should yield a better understanding of both.

D. ASSESSMENT. As noted, a principal intent of NCA accreditation is to encourage institutional self-assessment and improvement. Depending on the subject, sources for assessments may be largely subjective (based on personal experience), objective (based on systematic data analysis), or a combination of both. For objective analysis and to assist subjective assessment, CGSC will conduct surveys of several populations with perspectives on the College. The supervisors will not be asked to assess new graduates now assigned to them; instead, they will make broader, collective evaluations of graduates they have known in recent years.

CGSC's Evaluation and Standardization Division (ESD) will administer the surveys and make their results available for Self-Study purposes, along with other contemporary survey information. For longitudinal analysis, the surveys will include some repeat items from similar surveys conducted for the 1985 Self-Study and some new items reflecting institutional change. The three Functional Committees should coordinate with ESD concerning new or old survey items they would like included. The point of contact for these actions is the ESD Chief, Dr. Ernest Lowden.

E. REPORT FORMAT. The target length for the Self-Study report is 150 pages of text, plus appendices. As with the PJE report, the text and appendices should be only moderately detailed. Comprehensive supporting information will be collected in reference notebooks for the Evaluation Team to consult during its visit. Accordingly, Committees should keep accurate source notes to use later in assembling the reference notebooks.

To provide initial structure for the report, a tentative outline appears in Annex A. "Tentative" means that, like other large undertakings, the final report may require a format somewhat different from that originally envisioned. Please note that the space occupied in the outline by individual chapters is not proportional to the space to be occupied by the same chapters in the completed report: Chapter 2 has been developed in more detail in the outline than have Chapters 3 and 4 to provide Chapter 2 structure that, for Chapters 3 and 4, is provided, or at least implied, by the *Handbook*.

MASTER TIMETABLE. Given all the information provided above, CGSC's goal for its Self-Study is to gather and assess evidence during this academic year and the following summer, write and publish the report in the fall, and deliver it to the NCA before Christmas. The Master Timetable in Annex B provides a generic schedule for accomplishing these actions. Functional Committees and other individual units will want to develop subschedules consistent with it for accomplishing their work. Chairmen of the Committees should coordinate their subschedules as necessary when portions of their Committee's work needs to dovetail.

CONCLUSION. The 1995 Self-Study and Report provide the College a rare opportunity, near the close of the 20th Century and at the end of the NCA's first century, to achieve a significant milestone: a 10-year reaffirmation of our accreditation as a graduate degree-granting institution, signifying CGSC's continuing leadership in military education. That success requires the entire College's full and active participation in the plan provided above. Making it happen is a legacy all of us can share with pride.

ANNEX A: CGSC SELF-STUDY PLAN TENTATIVE OUTLINE

I. CHAPTER 1: INTRODUCTION

- A. Organization of the Report
- B. Roles and Missions of the Army
- C. Brief History of the College
- D. CGSC Accreditation History
- E. CGSC's Place in Contemporary PME
- F. Changes Since the 1985 Self-Study
- G. Conduct of the 1995 Self-Study

II. CHAPTER 2: CGSC DESCRIBED

- A. Introduction: CGSC Today
- B. Mission and Purposes (MGO)
- C. Governance
 - 1. Top Leadership
 - 2. Leadership Climate
- D. Organization
 - 1. Structure
 - 2. Operations
- E. Academics
 - 1. Faculty
 - a. Selection
 - b. Development
 - c. Teaching
 - d. Scholarship
 - e. Extra curricular involvement with students
 - 2. Students
 - a. Selection
 - b. Organization
 - c. Performance at CGSC
 - 3. Academic Programs
 - a. Curricula
 - b. MMAS Program
 - c. Coop Programs
 - d. Doctoral Program
 - e. Special Programs
 - f. Guest Speakers

- 4. Related Activities
 - a. CDD
 - b. Conferences
 - c. Support to BCTP, etc.
 - d. Military Review
 - e. Futures
- F. Administration
 - 1. Chief of Staff
 - 2. Plans and Operations
 - 3. Evaluation and Standardization
 - 4. Curriculum Affairs
 - 5. Registrar and Schedules
 - 6. Faculty Development
 - 7. Nonacademic Programs
 - a. Know Your World
 - b. Intramural
 - c. Clubs
 - 8. DCS staff
- G. Support
 - 1. Facilities
 - a. Buildings
 - b. CARL
 - c. Automation
 - 2. Finances
 - a. Budget
 - b. Planning Processes
 - c. Gifts
 - d. Alumni
 - 3. Community Activities
 - a. Recreational
 - b. Social
 - c. Spiritual
 - d. Physical
 - e. Mental
- H. Linkage with CAC organizations:
 - a. BCTP
 - b. NSC
 - c. TRAC
 - d. CAC CD
- I. Conclusion

III. CHAPTER 3: CGSC AND THE GENERAL INSTITUTIONAL REQUIREMENTS

- A. Introduction
- B. The GIRs Addressed (Discussion of each in order, GIRs to be divided among Functional Committees by area of responsibility; see Handbook).
- C. Conclusion

IV. CHAPTER 4: CGSC AND THE FIVE ACCREDITATION CRITERIA

- A. Introduction
- B. The Five Criteria Addressed (Discussion of each in order, by a special Criteria Subcommittee formed from and by the three Functional Committees and charged with reporting its results to them for review; see Handbook.)
- C. Findings (CGSC strengths and weaknesses cited, with proposed corrections as needed)
- D. Conclusion

V. CHAPTER 5: CONCLUSIONS

- A. Summary of the Report
- B. Value of the Self-Study
- C. Implications for the Future

VI. APPENDICES

- A. Glossary of Terms
- B. Faculty Credentials
- C. Assessment Instruments
- D. Index

ANNEX B: MASTER TIMETABLE

1 Sep 93	Appoint NCA Self-Study Director
15 Oct 93	Identify Self-Study Coordinator
1 Nov 93	Begin preparing Self-Study Plan
22 Dec 93	CCP Introduction to NCA Self-Study
3 Jan 94	Begin Coordination of Self-Study Plan
28 Jan 94	Final Coordination of Self-Study Plan
7 Feb 94	CCP Meeting to approve Self-Study Plan
10 Feb 94	Provide plan to NCA
15 Feb 94	First meeting of Functional Committees
1 Feb- 31 May 94	CGSC conducts Self-Study; Monthly IPRs to DC, ESC/CCP
1 Jun 94	First draft from committees due to Dr. Brookes/COL Towns
1 Jun- 1 Jul 94	Merged rough draft of Self-Study completed
10 Jul- 1 Sep 94	Final staffing and coordination of draft. Copies available in Library and through distribution to all interested parties.
1 Sep- 1 Nov 94	Final copy editing. Copy to printer.
1 Nov- 15 Dec 94	Publish Self-Study report.
15 Dec 94	Provide Self-Study to NCA.
Feb/Mar 95	Host NCA Evaluation Team (dates TBD).

APPENDIX C: MASTER EVALUATION PLAN

ACADEMIC YEAR 1994-95

1. Purpose:

a. To provide a Command and General Staff College (CGSC) Master Evaluation Plan that outlines the evaluation program for academic year 1994-95.

b. To ensure that the evaluation plan addresses the following requirements:

(1) TRADOC Regulation 350-15, March 1, 1993 (DRAFT), quality assurance requirements, including resident and nonresident curriculum.

(2) The North Central Association (NCA) of Colleges and Schools requirement to develop an assessment plan for NCA accreditation requirements.

(3) The Joint Chiefs of Staff's requirement to meet the standards for Phase I, Program of Joint Education (PJE).

2. Background:

a. Issues.

(1) CGSC is accredited by the NCA to grant a Master of Military Art and Science (MMAS) degree. As an affiliated institution, the College must develop an assessment plan that is tied directly to academic achievement. This plan must be approved by the NCA as part of the College's 1995 accreditation review. Currently, the college is near the end of a 10-year term of accreditation.

(2) The Chairman, Joint Chiefs of Staff, accredited the College in December 1993 to conduct Phase I, PJE. Evaluation of the associated curriculum addressing PJE is a requirement for continued joint accreditation. Currently, the college has a four-year term of PJE accreditation.

(3) TRADOC requires the College to have an evaluation program to assess the effectiveness of the school curriculum.

(4) TRADOC also requires the College to have a quality assurance program to assess exported curriculum and to certify the instructors conducting the exported curriculum.

b. Impact. This evaluation plan is designed to meet all of the College's assessment requirements. Curriculum evaluation will focus on curriculum outcomes and their impact on the Army and how the Army operates. The evaluation plan also incorporates the requirements outlined in paragraph 1b. It depends on adequate resources.

c. Evaluation Mission and Functions.

(1) The mission of the Office of Evaluation and Standardization is "to assess CGSC's effectiveness in meeting its missions, goals, and objectives through program evaluation."

(2) The primary functions of the Office of Evaluation and Standardization include the following:

(a) Evaluation.

(b) Institutional research.

(c) Educational consulting services.

(d) Reserve Components Training Institution (RCTI) Quality Assurance Program.

d. Assumptions.

(1) Current manning of the Office of Evaluation and Standardization will remain the same. The current manning includes the following:

(a) One GS1750-13 Supervisor, Instructional Systems Specialist.

(b) One GS1750-12 Instructional Systems Specialist.

(c) One GS1702-08 Educational Technician.

(2) Priority of evaluation of CGSC will be directed to level-two, which measures the ability of the learner to demonstrate his or her knowledge and the effectiveness and efficiency of the course curriculum.

(3) Internal (process) evaluation of specific subcourses is conducted on a by-exception basis.

(4) External (product) evaluation will be conducted in three-year cycles for each of the schools in CGSC.

(5) Accreditation or affiliation to Reserve Components Training Institutions (RCTI) is tied to the availability of personnel and travel funds.

3. Scope: This evaluation plan outlines the major program evaluation efforts of the Command and General Staff College for academic year 1994-95.

4. Objectives:

a. To determine whether the college meets its mission to educate leaders in the values and practice of the profession of arms.

b. To determine if the college meets its goal of educating leaders.

c. To determine if the college meets its objectives--

(1) To provide qualified staff and faculty.

(2) To provide quality curricula.

(3) To provide the Masters of Military Art and Science Degree Program.

(4) To provide the Program for Joint Education (PJE Phase I).

(5) To provide an environment which enhances quality of life and supports the learning experience.

(6) To coordinate Reserve Components education.

(7) To sustain CGSC as an institution of excellence.

5. Essential elements of analysis. Data will be collected from four levels to determine the effectiveness of CGSC curriculum. The four levels include the following:

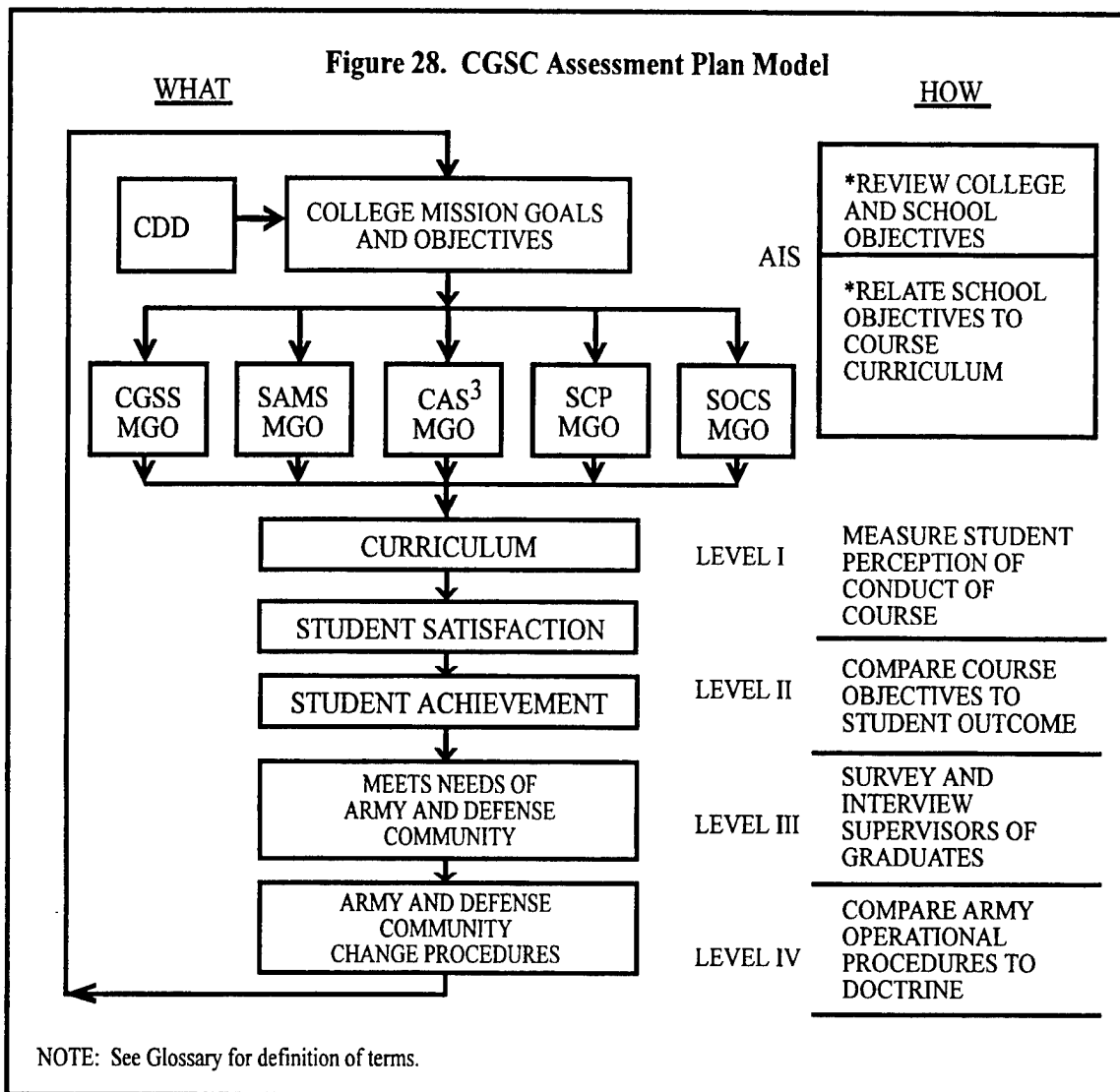
a. *Reactions*: Level-one evaluation measures opinions and reactions of learners to the courses.

b. *Learning*: Level-two evaluation measures the ability of learners to demonstrate attainment of the knowledge, skills, or attitudes that the course is designed to teach, and the effectiveness and efficiency of the course curriculum.

c. *Behavior*: Level-three evaluation measures learners' application of the knowledge, skills, or attitudes learned in the course to on-the-job performance.

d. *Organizational Results*: Level-four evaluation measures the changes in Army organizations as a result of the course.

6. Methodology: The methodology for evaluating the Command and General Staff College is depicted in the model for the CGSC Assessment Plan. This model addresses all the standards for NCA and PJE accreditation. The model shows what must be evaluated (outlined on the left side) and how to evaluate (outlined on the right side).



a. The driving force for College curriculum is the College mission, with attendant goals and subordinate objectives. The College mission is derived from College governance. Governance issues from the Chief of Staff of the Army, Training and Doctrine Commander, and the Combined Arms Center Commander. Mission requirements are also influenced by other sources, including senior Army leaders, accrediting agencies (NCA and JCS), the College Advisory Board (established by the Secretary of the Army), International Officers, faculty, students, Army doctrine, and resources available. The College mission is restated by the five individual Schools' missions, goals, and objectives, and is further translated into the individual schools' curricula.

b. College curricula are developed using the CGSC Accountable Instructional System (AIS). This system generally follows the Systems Approach to Training as outlined in TRADOC Regulation 350-7.

c. Assessment of the effectiveness of College curriculum will be conducted using the following six steps in the assessment process:

(1) The College's missions, goals, and objectives are reviewed to determine whether they meet the requirements of CGSC governance and Army regulations. The individual schools' missions, goals, and objectives are reviewed to determine whether they support the college's missions, goals, and objectives.

(2) Course terminal objectives are reviewed to determine if they support the missions, goals, and objectives of their respective schools. The curriculum-development process is evaluated to determine whether all steps in the accountable instructional system (analyze, design, develop, implement, and evaluate) have been followed.

(3) Students' perception of the course of instruction is measured to determine their satisfaction with the course, their perception of the effectiveness of the course, and the quality of the feedback they receive. This assessment is accomplished using student surveys and comment sheets. Courses with survey data outside the normal trend of survey responses will be evaluated in greater detail.

(4) Student evaluation instruments are compared to the course objective. This step answers two questions: (a) did the test measure the student at the proper cognitive level of learning, and (b) did the test achieve content validity. This process also requires a review of grading consistency and reliability.

(5) Graduates and their supervisors are periodically surveyed and/or interviewed to determine whether the College adequately prepares graduates for their next two or three assignments. The questions on the surveys are tied to the missions, goals, and objectives of the College and schools and to student outcomes. Returning graduates are

interviewed to add depth to the evaluation. When possible, CGSC conducts "video teleconference" sessions with graduates and supervisors of graduates to gain an additional perspective of the value of the CGSC experience.

(6) CGSC interviews returning graduates, battalion and brigade command selectees, and visiting senior leaders to determine whether the Army units in the field are changing their methods as a result of exposure to the CGSC curriculum. Data will also be periodically collected from the Center for Army Lessons Learned, the National Training Center (NTC), and the Battle Command Training Program (BCTP) to compare command and staff operations to the curriculum.

7. Statement of Standards:

a. Evaluation of the CGSC curricula will be tied directly to the missions, goals, and objectives of the institution for student learning and academic achievement.

b. The evaluation plan and its execution will be coordinated school by school. The evaluation plan will be part of the NCA and PJE Self-Studies and will be made available for review and comment in these formats to the entire staff and faculty. The evaluation plan will address all schools in CGSC in terms of both process and product assessment.

c. Evaluation findings and recommendations will be coordinated with the individual schools and senior leadership of the College. These findings, recommendations, and resolutions will be included in the NCA and PJE self-studies and will be summarized in a year-end report to the senior leadership of the College.

d. All Schools in CGSC will be evaluated within the three-year cycle.

e. Reserve Components Training Institutions, specifically the Regional CGSOC and CAS³ Training Battalions will be accredited by the Commandant, CGSC, in three-year cycles. Their accreditation will be determined by whether: (1) the RCTI administers the curriculum as designed, and (2) the RCTI uses certified faculty.

f. The evaluation plan will provide information to ensure that the following 24 NCA institutional requirements are met.

(1) It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

(2) It is a degree-granting institution.

(3) It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

(4) It has legal documents to confirm its status: not-for-profit, for-profit, or public.

(5) It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

(6) Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

(7) It has an executive officer designated by the governing board to provide administrative leadership for the institution.

(8) Its governing board authorizes the institution's affiliation with the Commission.

(9) It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

(10) A sufficient number of the faculty are full-time employees of the institution.

(11) Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

(12) It confers degrees.

(13) It has degree programs in operation, with students enrolled in them.

(14) Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

(15) Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

(16) Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

(17) It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

(18) It provides its students access to those learning resources and support services requisite for its degree programs.

(19) It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

(20) Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

(21) Its financial practices, records, and reports demonstrate fiscal viability.

(22) Its catalog or other official documents include its mission statement along with accurate descriptions of--

- (a) Its educational programs and degree requirements.
- (b) Its learning resources.
- (c) Its admissions policies and practices.
- (d) Its academic and nonacademic policies and procedures that directly affect students.
- (e) Its charges and refund policies.
- (f) The academic credentials of its faculty and administrators.

(23) It accurately discloses its standing with accrediting bodies with which it is affiliated.

(24) It makes available upon request information that accurately describes its financial condition.

g. The evaluation plan will provide information to ensure that the following NCA criteria are met.

(1) **Criterion 1.** The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

(2) **Criterion 2.** The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

(3) **Criterion 3.** The institution is accomplishing its educational and other objectives.

(4) **Criterion 4.** The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

(5) **Criterion 5.** The institution demonstrates integrity in its practices and relationships.

h. The evaluation of CGSC will ensure that PJE criteria are met. The PJE criteria include the following:

(1) Fulfillment of the Chairman's stated fundamental and common objectives for military education.

(2) Dedication to PJE objectives and standards.

(3) Curricula focus on appropriate areas of joint emphasis and clearly integrate PJE goals and learning objectives, the means of achieving goals and objectives, and prescribed seminar and student-faculty mixes throughout.

(4) An atmosphere of instruction and learning conducive to academic excellence.

(5) A program of evaluation that measures student achievement.

(6) Evaluation of curriculum and instruction that measures achievement of goals and objectives.

(7) Assignment of faculty with appropriate qualifications and experience in joint matters and excellent teaching abilities.

(8) Faculty development programs for improving instructional skills and increasing subject matter mastery.

i. Other standards are included in the references at Annex A.

8. Program Evaluations: A schedule of program evaluations is at Annex B.

9. Responsibilities and interactions: The Office of Evaluation and Standardization (OES) is responsible for the execution of the CGSC evaluation plan. This office will coordinate all evaluations with the appropriate school or academic department before an evaluation takes place. Reports developed as the result of an evaluation will be staffed in draft form with the appropriate school or academic department for accuracy before final distribution.

10. Reporting requirements:

a. OES will develop evaluation reports for each program evaluation and brief results/recommendations to the appropriate agency.

b. OES will develop for the CGSC archives a consolidated evaluation report of all program evaluations at the end of the evaluation year. OES will distribute reports to the Deputy Commandant, School Directors, Academic Department Directors, and the Director, Academic Operations (DAO).

ANNEX A: REFERENCES

1. TRADOC Regulation 350-7, *A Systems Approach to Training*, February 26, 1988.
2. TRADOC Regulation 350-15, *TRADOC Training Evaluation and Quality Assurance Program* (DRAFT), March 22, 1993.
3. TRADOC-FORSCOM Regulation 135-3, *United States Army Reserve Forces Schools*, October 1, 1992.
4. CAC-Fort Leavenworth Regulation 10-1, *Organizations and Functions*, June 1993.
5. *CGSC Catalog*, AY 1994-1995, July 1994.
6. CGSC Bulletin No. 3, *CGSC Student Evaluation and Graduation Policy*, May 4, 1993.
7. CGSC Bulletin No. 7, *Staff and Faculty Development Program*, May 24, 1993.
8. CGSC Bulletin No. 8, *CGSC Curriculum Assessment Program*, May 5, 1993.
9. CGSC Bulletin No. 11, *Student Comment Sheet System*, October 10, 1992.
10. CGSC Bulletin No. 21, *Academic Course and Curriculum Evaluation Survey System (ACCESS)*, November 22, 1992.
11. *CGSC Author's Handbook*, July 1988.
12. *CGSC Instructor's Handbook*, October 1, 1989.
13. *Deputy Commandant's AY 93-94 Planning Guidance*, July 23, 1993.

ANNEX B: SCHEDULE OF PROGRAM EVALUATION IN PRIORITY

Levels One and Two

- Review TLOs and Evaluation Instruments
- Administer Student Comment Program
- Survey Resident CGSOC Core Curriculum
- Survey Resident CGSOC Elective Curriculum
- Evaluate Prairie Warrior Exercise
- Survey CAS³ Curriculum
- Survey Nonresident Curriculum
- Evaluate Instructor Preparation Course
- Survey Command Team Seminar

Levels Three and Four

- NCA Self-Study Evaluation
- External Evaluation of CGSOC (Resident)
- External Evaluation of CAS3 (Resident)
- External Evaluation of Command and General Staff College
- Survey CGSOC Graduates completing the Armed Forces Staff College

Reserve Component Training Institution Quality Assurance

- Accredit Region "C" CGSOC Battalion (IDT and ADT)
- Accredit Region "C" RC-CAS³ Battalion (IDT and ADT)